



NATIONAL CENTER FOR
EDUCATIONAL QUALITY
ENHANCEMENT

**Accreditation Expert Group Draft Report
on Cluster of Higher Education Programmes**

Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level
General Education Teachers

Teacher Preparation Educational Program

MA Program in Education Sciences

LEPL Sokhumi State University

Evaluation Date(s): 2-3, July, 2025

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Tbilisi

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Information on the Higher educational Institution

Name of Institution Indicating its Organizational Legal Form	LEPL Sokhumi State University
Identification Code of Institution	205224700
Type of the Institution	University

Expert Panel Members

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I. Information on the Cluster of Educational Programmes

	Programme 1	Programme 2	Programme 3
Name of the educational programme	Integrated Bachelor-Master Educational Programme for Preparation of Primary School Teacher of General Education	Teacher Preparation Educational Program	MA Program in Education Sciences
Level of higher education	Integrated Teacher Bachelor's and Master's Educational Programme	Teacher Training	Master's Studies
Qualification to be awarded	Master of Education	The program does not award a qualification.	Master of Education Sciences
Name and code of the detailed field	0114 Teacher Training with Subject Specialization	0114 Teacher Training with Subject Specialization	0111 Education Science
Indication of the right to provide teaching of subject/subjects/group of subjects of the relevant level of general education¹	-Teacher of Georgian Language and Literature, Mathematics and Natural Sciences subject group for grades I-IV, and Georgian Language and Literature for grades V-VI of the primary level of general education Or -Teacher of Georgian Language and Literature, Mathematics and Natural Sciences subject group for grades I-IV, and Mathematics for grades V-VI of the primary level of general education Or - Teacher of Georgian Language and Literature, Mathematics and Natural	-Teacher of Georgian language and literature at the basic and secondary levels of general education - Teacher of the subject group of social sciences (history, geography) at the basic and secondary levels of general education - Teacher of mathematics at the basic and secondary levels of general education - Teacher of computer technologies at the basic and secondary levels of general education	

¹ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

	Sciences subject group for grades I-IV, and Natural Sciences for grades V-VI of the primary level of general education Or - Teacher of Georgian Language and Literature, Mathematics and Natural Sciences subject group for grades I-IV, and Social Sciences for grades V-VI of the primary level of general education	-Teacher of the subject group of natural sciences (chemistry, biology, physics) at the basic and secondary levels of general education) -Teacher of foreign languages (English, Russian) at the primary, basic and secondary levels of general education	
Language of instruction	Georgian	Georgian	Georgian
Number of ECTS credits	300	60	120
Programme Status (Accredited/Non-accredited/Conditionally Accredited/New/International Accreditation) Indicating Relevant Decision (number, date)	Accredited since 2018	Accredited since 2016	Accredited since 2012

II. Accreditation Report Executive Summary

- **General Information on the Cluster of Education Programmes²**

According to the self-evaluation report, The Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers has been operating at Sokhumi State University since 2018, based on the decision of the Accreditation Council of Educational Programs of the National Center for Education Quality Development No. 100 of August 8, 2018.

The Teacher Preparation Educational Program has been operating at Sokhumi State University since 2016, based on the decision of the Accreditation Council of Educational Programs of the National Center for Education Quality Development No. 8 of March 17, 2016.

The MA program in Education Sciences has been operating at Sokhumi State University since 2012 in an authorized mode, based on the decisions of the Authorization Council of Educational Institutions - 1. Decision of the Authorization Council of Educational Institutions No. 292 of September 18, 2012; 2. Decision No. 95 of December 8, 2018 3. Decision No. MES 1 24 0001627419 of 18/12/2024 based on the decisions of the Academic Council of SSU; Resolution No. 05/01-351 of the Academic Council of SSU of July 17, 2017.

- **Overview of the Accreditation Site Visit**

The site visit took place from 2 till 3 of July, 2025. During two days, the experts met and conducted interviews with the following target groups: (1) Administrative staff, (2) Self Evaluation team (all programs), (3) program director(s) (all programs) (4) Academic Staff (all programs), (5) Invited Staff (all programs) , (6) Employers (all programs) (7) Students (All programs) (8) alumni (All programs) (9) Quality Assurance Office staff.

The observation of facilities of the main building took place. The site visit was well organized, all the representatives of the University expressed their willingness to collaborate.

- **Brief Overview of Education Programme Compliance with the Standards**

The education programmes demonstrates a generally good level of compliance with national standards for higher education. The majority of components fully comply with requirements, particularly in areas related to programme structure, student evaluation, material and financial resources, and external quality assurance mechanisms.

However, a number of areas only substantially comply, suggesting minor shortcomings or partial implementation of certain criteria. These areas include programme objectives and learning outcomes, admission prerequisites, teaching methods, support services, and the qualifications of supervisors and academic staff. Such partial compliance may indicate a need for enhanced documentation, consistency across programmes, clearer implementation procedures, or strengthened internal monitoring mechanisms.

- **Recommendations**

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

- 1.1. Programme Objectives

² When providing general information related to the programme, it is appropriate to also present the quantitative data analysis of the educational programme.

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Redundancy must be reduced. Phrases such as "new teaching methods and approach using existing or newly introduced innovative teaching methods and strategies" (Objective 2) are repetitive. Condensing the message would increase its impact.

1.2 Programme Learning Outcomes

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Many learning outcomes try to cover too much in one block, making them difficult to read or assess. For example, Learning Outcome 4 could be split into two or three parts to avoid confusion. It is recommended to split too long results into two if it is logical to do so (e.g. learning result 4).

It is recommended to avoid overlapping outcomes — some ideas appear in multiple outcomes and could be grouped or streamlined (e.g., inclusive education appears in 1, 6, 9).

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Learning Outcomes 3 and 4 are nearly identical — both about knowledge for professional development. It is recommended to merge or differentiate. Parental involvement, inclusive education, and collaboration are mentioned across multiple outcomes. It is recommended to group or streamline these outcomes.

Programme 3 (MA Program in Education Sciences, VII level)

A few instances contain awkward syntax or redundancy: For example: "Possesses the knowledge and experience necessary for an educational leader and the legal foundations of managing the education system.. It is recommended to rephrase some outcomes for clarity.

1.4 Structure and Content of Educational Programme

Programme 3 (MA Program in Education Sciences, VII level)

It is recommended that the program curriculum be revised to remove English Language I (B2.1) and English Language II (B2.2) as compulsory courses. The corresponding credits should instead be allocated toward enriching the program with thematically relevant courses and/or increasing the credit weight of core academic subjects that are complex and essential for professional development in the field of education.

1.5 Academic Course/Subject

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

It is suggested to regularly update the technological content to keep pace with rapid advancements in educational technology and digital tools.

It is suggested to add specific modules or practical workshops focused on differentiation, accessibility, and support for students with special needs, ensuring that inclusive practices become an integral part of the entire curriculum rather than isolated topics. Such enhancements would better prepare graduates to create equitable and supportive learning environments for all students.

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

It is recommended to explicit reference in the objectives or courses to local and international labor market needs or aspects of internationalization (e.g., mobility, international collaboration). It is recommended to develop students' competences such as soft skills, including intercultural communication, critical thinking, and adaptability, are not clearly highlighted in the objectives or courses.

It is recommended to review the methodology courses to ensure that inclusive content and practical strategies for supporting students with special educational needs are fully integrated. This may involve adding greater emphasis or introducing specific modules dedicated to inclusive education within the program.

Programme 3 - MA Program in Education Sciences

It is recommended to strengthen the practical integration of inclusive education strategies within methodology and practice courses to ensure effective support for diverse learners.

It is recommended to consider adding or enhancing content related to internationalization and global perspectives in education to reflect global trends and intercultural competencies.

It is recommended to enhance the connection between theoretical knowledge and local/regional labor market needs, particularly in emerging areas such as digital competencies for teachers.

2.1 Programme Admission Preconditions

It is necessary to define B2 level as the required English proficiency for admission. Additionally, the internal university exam in English should cover all four language skills. Furthermore, the program should indicate the international certificates that exempt applicants from the English exam.

2.2 The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme 2 - Teacher Preparation Educational Program (60 credits)

It is recommended to review the issue of students completing practice in the regions during the practice period and/or regulate the issue of reconciling practice completion in the regions with the academic learning process.

It is recommended that monitoring of the practice process be carried out by the university, which will ensure timely response and contribute to ensuring compliance with the syllabus.

Programme 3 - MA Program in Education Sciences

It is recommended that the university has cooperation memorandums not only with schools and universities, but also with educational resource centers, professional development centers, governmental and non-governmental organizations working in the field of education, where students will be given the opportunity to develop practical skills and besides, it is recommended that the university define in the cooperation memorandum the directions that the Master's program in Educational Sciences envisages as the subject of practice, and offer students the opportunity to develop practical skills corresponding to the positions of educational leader, school principal, deputy principal, and resource center staff member.

3.1 Student Consulting and Support Services

General recommendations of the cluster: It is recommended to expand the educational partnership network with international universities what will give opportunity for students provide them with more opportunities to participate in exchange programs.

4.1 Human Resources

It is suggested that the Faculty of Education allocate internal funding from the university's budget to support international academic travel for academic and invited staff. While EU-funded projects provide limited support for specific topics, expanding funding opportunities through the university's own resources would promote staff participation in international conferences and research networks. This would significantly contribute to their continuous professional development and strengthen the international dimension of the academic environment.

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Review and adjust the teaching and supervisory workload of academic and invited staff to comply with standard norms and avoid excessive burden.

Ensure compliance with the internal rule limiting academic leadership to one Master's program or module per person.

Programme 3 (MA Program in Education Sciences)

Review and adjust the teaching and supervisory workload of academic and invited staff to comply with standard norms and avoid excessive burden.

Ensure compliance with the internal rule limiting academic leadership to one Master's program or module per person.

4.2 Qualification of Supervisors of Master's and Doctoral Students

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers)

It is recommended that academic program leaders or designated faculty committees review and validate thesis topics prior to their submission to the Faculty Council. This process would help ensure the academic relevance, feasibility, and differentiation of each thesis, thus supporting the overall integrity of the thesis supervision process.

Programme 3 (Master's Program in Education Sciences)

It is recommended that academic program leaders or designated faculty committees review and validate thesis topics prior to their submission to the Faculty Council. This process would help ensure the academic relevance, feasibility, and differentiation of each thesis, thus supporting the overall integrity of the thesis supervision process.

5.1 Internal Quality Evaluation

It is recommended that the University's Quality Assurance Office provide awareness-raising activities for program stakeholders regarding the functioning of quality assurance mechanisms and their application to the development of educational programs.

It is recommended that the University's Quality Assurance Office ensure the systematic functioning of quality assurance mechanisms for the development of educational programs, including personnel involvement alongside the program coordinator as well as carefully follow the plan developed for the learning outcome assessment of the programs.

5.3 Programme Monitoring and Periodic Review

It is recommended that the Quality Assurance Office plan and implement activities to strengthen cooperation with relevant employers for specific programs, ensuring these employers have the competence to evaluate program content, teaching and learning methods, and learning outcomes.

It is recommended that the Quality Assurance Office implement all necessary activities to enhance research quality, including awareness-raising initiatives regarding academic integrity, plagiarism, and research ethics.

It is recommended that Quality Assurance Office provide systematic monitoring of programs that includes examining the correlation between program content, teaching and learning methods, and the achievement of learning outcomes, as well as collecting relevant data from students, alumni, and employers.

● **Suggestions for the Programme Development**

1.1 Programme Objectives

Programme 1 - Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Objectives 1, 2, and 5 all address inclusive, student-centered practices and collaboration. While each represents a different perspective, it is suggested to make minor reformulations or combinations to avoid duplication.

It is suggested to revise (e.g., Objective 5) to include a reference to current educational labor market needs – both locally and internationally.

It is suggested to review Objective 2 in order to better reflect the main issues of the internationalization of the educational programme, taking into account the specificities of the field of study and the level of education.

Programme 3 (MA Program in Education Sciences, VII level)

Some objectives are full, grammatically complete sentences (e.g. Objective 1), while others are fragmented lists of topics (e.g. Objective 3). This makes the text harder to follow.

2.2 The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme 1 - Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)

It is suggested students to have completed the "Practice Research" course before pedagogical practice, which would significantly help them in conducting research during the practice period in schools.

It is suggested academic courses aimed at developing skills necessary for class teachers to be presented not only as elective courses, but also as mandatory courses.

It is suggested the master's thesis syllabus to detail the procedures for planning, preparing, and defending the master's thesis, where information about the technical data of thesis formatting would also be presented. There is a need to revise some objectives (Programme 3) which are full, grammatically complete sentences (e.g. Objective 1), while others are fragmented lists of topics (e.g. Objective 3). This makes the text harder to follow.

Programme 2 - Teacher Preparation Educational Program (60 credits)

It is suggested the information presented in the syllabi of Pedagogical Practice 1 and Pedagogical Practice 2, in planned activities and methods, clearly reflect the differences that are presented in the objectives of these courses.

It is suggested information about elementary level and subjects be removed from the learning methods in the syllabi of Pedagogical Practice 1 and Pedagogical Practice 2, and that basic and secondary levels and corresponding subjects be included instead.

It is suggested that in the Practice 2 syllabus, the information presented in "Teaching and Learning Methods" - the method "Interviews with teachers and students" - and the activities presented in the syllabus be brought into correspondence with each other.

It is suggested a course that develops research skills in students be presented in the first semester and among mandatory courses.

It is suggested the program framework incorporate an academic course that ensures student familiarization with class supervisor functions and development of necessary competencies.

4.1 Human resources

Programme 1 (*Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*)

Consider recruiting additional academic or invited staff to support growing workload demands and sustain program quality and continuity.

Programme 3 (*Master's Program in Education Sciences*)

Consider recruiting additional academic or invited staff to support growing workload demands and sustain program quality and continuity.

4.2 Qualification of Supervisors of Master's and Doctoral Students

Programme 1 (*Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*)

To promote academic diversity and originality, it is suggested that both students and supervisors be encouraged to explore innovative or interdisciplinary research areas within the field of education sciences. This would enrich the scientific contribution of the program and strengthen its relevance to contemporary educational challenges.

Programme 3 (*Master's Program in Education Sciences*)

To promote academic diversity and originality, it is suggested that both students and supervisors be encouraged to explore innovative or interdisciplinary research areas within the field of education sciences. This would enrich the scientific contribution of the program and strengthen its relevance to contemporary educational challenges. Above these there is a need to revise admission prerequisites, learning outcomes, key performance indicators, course content, teaching methods, and credit distribution to ensure the program remains aligned with current academic and industry standards.

5.3 Programme Monitoring and Periodic Review

General suggestions of the cluster: It is suggested to facilitate data collection, the University should develop an internal electronic platform for quality assurance purposes to enable data storage for analytical purposes.

Particularly in master's programs, the qualifications of academic and teaching staff should be reassessed, with a focus on recruiting individuals who hold doctoral degrees in education to enhance the program's academic rigor and credibility.

The university should increase efforts to attract foreign specialists and expand the number of exchange programs, fostering international collaboration and broadening students' academic and cultural

perspectives.

Signing additional memoranda of understanding with educational and other relevant institutions will help reinforce the university's position regarding graduate employability and open up more professional pathways for students.

- **Brief Overview of the Best Practices (if applicable)³**

The university maintains strong partnerships with both public and private schools, offering students valuable hands-on experience through internships, teaching practice, and collaborative projects. These connections enhance students' practical skills and prepare them for real-world educational environments.

Employers consistently provide constructive communication and positive feedback regarding the university's graduates. This reflects the strong alignment between the university's academic programs and the professional expectations of the labor market.

Graduates enjoy a high rate of employment shortly after completing their studies, indicating the relevance and effectiveness of the university's educational offerings. Additionally, students report a high level of satisfaction with academic support, career services, and overall university infrastructure.

The faculty is composed of highly dedicated and engaged professors who contribute to a supportive and inspiring academic environment. Their commitment to teaching, research, and student mentorship plays a vital role in students' academic and professional success.

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

- **In case of re-accreditation, it is important to provide a brief overview of the achievements and/or the progress (if applicable)**

Evaluation approaches for the accreditation experts:

The components of the accreditation standards are evaluated using the following two approaches:

1. Cluster and individual evaluation⁴
2. Cluster evaluation⁵

³ A practice that is exceptionally effective and that can serve as a benchmark or example for other educational programme/programmes.

⁴ **Evaluation Approaches:** Describe, analyse, and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the corresponding component of the standard. Also, you can specify information about an educational programme that is different from the common and basic characteristics of educational programmes grouped in the cluster.

⁵ **Assessment approaches:** In case of necessity, describe, analyse and evaluate compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster.

Standard/Component	Assessment approaches:
1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	
1.1. Programme Objectives	Cluster and individual
1.2 Programme Learning Outcomes	Cluster and individual
1.3. Evaluation Mechanism of the Programme Learning Outcomes	Cluster
1.4 Structure and Content of Educational Programme	Cluster and individual
1.5 Academic Course/Subject	Cluster and individual
2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering	
2.1. Programme Admission Preconditions	Cluster and individual
2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills	Cluster
2.3. Teaching and Learning Methods	Cluster
2.4. Student Evaluation	Cluster
3. Student Achievements, Individual Work with them	
3.1. Student Consulting and Support Services	Cluster
3.2. Master's and Doctoral Student Supervision	Cluster
4. Providing Teaching Resources	
4.1. Human Resources	Cluster and individual
4.2. Qualification of Supervisors of Master's and Doctoral Students	Cluster and individual
4.3. Professional Development of Academic, Scientific and Invited Staff	Cluster
4.4. Material Resources	Cluster and individual
4.5. Programme/Faculty/School Budget and Programme Financial Sustainability	Cluster and individual
5. Teaching Quality Enhancement Opportunities	
5.1. Internal Quality Evaluation	Cluster
5.2. External Quality Evaluation	Cluster
5.3. Programme Monitoring and Periodic Review	Cluster

III. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the institution. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

Educational programmes grouped in a cluster are logically interrelated to each other in line with the study fields and evolve according to the respective levels of higher education.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and an educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

All three programs clustered by the Faculty of Education Sciences of SSU (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers; Teacher Preparation Educational Program, Modules (Georgian Language and Literature, Social Sciences (History, Geography), Mathematics, Computer Technologies, Natural Sciences (Chemistry, Biology, Physics), Foreign Languages (English, Russian)); MA Program in Education Sciences) are in compliance with the first component of the accreditation standards for higher education programs.

Description and Analysis - Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)⁶

The five main objectives are comprehensive, well-structured, and reflect a modern, student-centered approach to teacher education. Objectives clearly reference national standards, curricula, and pedagogical benchmarks, which strengthens their credibility and relevance. The objectives cover cognitive, practical, ethical, and technological competencies—a well-rounded framework for primary teacher preparation. Emphasis on diversity, inclusivity, modern assessment, and innovation reflects current global trends in education. The programme objectives are clearly established and reflect different aspects of primary teacher preparation. However, objectives 1, 2 and 5 partly overlap in content (e.g., inclusive, student-centered, collaborative teaching), and could benefit from minor reformulation or consolidation to avoid redundancy and improve clarity. Objectives 1, 2, and 5 all address inclusive, student-centered practices and collaboration. While each represents a different perspective, it is suggested to make minor reformulations or combinations to avoid duplication.

⁶ Describe, analyze and evaluate the compliance of each educational programme grouped in the cluster with the requirements of the specified component of the standard. Also, you can specify information about the educational programme that is different from the common and basic characteristics of the educational programmes grouped in the cluster.

Please repeat the description and analysis field according to the number of programmes, for example, programme 2 (name, cycle), programme 3 (name, cycle) and so on. (Please consider this reference format when evaluating each subsequent component).

The objectives indicate practical skills and professional competences needed for a teaching career in various environments, but they lack a clear reference to the labor market – for example, to regional educational needs or the demand for teachers with specific competences (e.g., digital skills). It is suggested to revise (e.g., Objective 5) to include a reference to current educational labor market needs – both locally and internationally.

It is suggested to review Objective 2 in order to better reflect the main issues of the internationalization of the educational programme, taking into account the specificities of the field of study and the level of education.

Description and Analysis - Programme 2 (Teacher Preparation Educational Program, Teacher Training)

The four main objectives cover theoretical knowledge, practical skills, educational policy, ethics, innovation, and collaboration—important dimensions of teacher preparation. These objectives reference to professional standards, curricula, and innovations in teaching signal a forward-thinking and standards-aligned approach.

Description and Analysis - Programme 3 (MA Program in Education Sciences, VII level)

The five objectives outline an ambitious and comprehensive vision for a master’s program in education sciences. The intent is strong, but the language, structure, and clarity could benefit from revision to improve readability and coherence. The objectives touch on critical areas such as education theory, policy, legal and social aspects, inclusion, research methods, and professional development. It is seen clear alignment with modern educational demands — inclusive education, policy awareness, research competencies, and practical application. Objectives emphase on Theory + Practice: a balanced focus on academic and applied skills is well-suited for a graduate-level program.

Evidences/Indicators

- University Website
- SER
- Educational programme: Integrated Bachelor’s-Master's Educational Program for the Preparation of Primary Level General Education Teachers, Teacher Preparation Educational Program, Teacher Training, MA Program in Education Sciences, VII level)
- Website of the National Center for Assessment and Examinations – www.naec.ge;
- SSU website – www.sou.edu.ge;
- Interview results

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor’s-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Recommendation(s):

Suggestion(s):

Objectives 1, 2, and 5 all address inclusive, student-centered practices and collaboration. While each

represents a different perspective, it is suggested to make minor reformulations or combinations to avoid duplication.

It is suggested to revise (e.g., Objective 5) to include a reference to current educational labor market needs – both locally and internationally.

It is suggested to review Objective 2 in order to better reflect the main issues of the internationalization of the educational programme, taking into account the specificities of the field of study and the level of education.

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Recommendation(s):

Redundancy must be reduced. Phrases such as "new teaching methods and approaches...using existing or newly introduced innovative teaching methods and strategies" (Objective 2) are repetitive. Condensing the message would increase its impact.

Suggestion(s):

Programme 3 (MA Program in Education Sciences, VII level)

Recommendation(s):

Suggestion(s):

Some objectives are full, grammatically complete sentences (e.g. Objective 1), while others are fragmented lists of topics (e.g. Objective 3). This makes the text harder to follow.

Evaluation ⁷

Component 1.1 - Programme Objectives	Complies with requirements	Substantially complies the requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational	☐	☒	☐	☐

⁷ Evaluation is performed for each programme separately.



1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specificity of the field of study.
- Programme learning outcomes describe knowledge, skills, and/or sense of responsibility and autonomy which students gain upon completion of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In general the learning outcomes of all three educational programmes included in the cluster are measurable, achievable, and realistic. Teaching and research components that are present in the programmes ensure an achievement of the set objectives. The learning outcomes of all programmes are logically related to the programme objectives and the specificity of the field of study. The learning outcomes describe knowledge, skills, and sense of responsibility and autonomy which students gain upon completion of the programmes.

Description and Analysis - Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Learning outcomes are thorough, aligned with modern educational priorities, and clearly structured around three key competency domains: Knowledge and Understanding, Skills, and Responsibility and Autonomy. This structure is aligned with national higher education standards, especially for master's level teacher preparation. The outcomes cover legal knowledge, curriculum awareness, inclusive pedagogy, educational technologies (including AI), assessment, professional ethics, research, and teacher collaboration. This is both modern and well-aligned with real-world teaching requirements. Outcomes emphasize differentiated instruction, SEN support, child development, inclusive education, and motivation — all critical elements in quality teacher preparation. The inclusion of practice-based research, self-reflection, feedback utilization, and professional development is very appropriate for master's level teacher preparation. The three-domain division (Knowledge and Understanding, Skills, Responsibility and Autonomy) is effective and aligns with national higher education frameworks.

Many learning outcomes try to cover too much in one block, making them difficult to read or assess. For example, Learning Outcome 4 could be split into two or three parts to avoid confusion. Learning Outcome 4 includes over six key ideas that underpin the learning process, including advising, sharing, and implementing citizenship and sustainability. It is recommended to split too long results into two if it is logical to do so (e.g. learning result 4). Separate the learning outcomes into 2–3 outcomes, e.g.: one specifically addresses the implementation of the learning process, the second—recommendations and strategies to support student motivation, the third—leadership and citizenship.

Inclusion and working with students with special needs (SEN), cultural diversity, etc., appear prominently in learning outcomes 1, 6, 7, and 9—the same phrases are often repeated (sometimes identically). It is recommended to consolidate these elements by grouping inclusiveness-related topics into one or two outcomes. You can also use cross-references instead of repeating the same passages. It is recommended to avoid overlapping outcomes — some ideas appear in multiple outcomes and could be grouped or streamlined (e.g., inclusive education appears in 1, 6, 9).

Description and Analysis - Programme 2 (Teacher Preparation Educational Program, Teacher Training)

The framework of learning outcomes is comprehensive, well-structured, and reflects modern standards in education — especially in areas of inclusivity, student-centered teaching, and professional growth. Outcomes highlight core values: inclusion, Universal Design for Learning, student well-being, motivation, interdisciplinary planning, and sustainability — all key features of effective contemporary education. The outcomes are grouped well into Knowledge and Awareness, Skills, and Responsibility and Autonomy, which aligns with modern competency-based frameworks (e.g., national standards). The inclusion of theoretical knowledge, planning skills, collaboration, assessment, and ethics ensures future teachers are prepared both academically and professionally. Emphasis on professional ethics, self-assessment, research, and reflective practice is a major strength — especially at the master's level.

In reviewing the structure and content of the current set of learning outcomes, several overlaps and redundancies have been identified, which may hinder clarity, coherence, and effective implementation. Some learning outcomes appear to cover similar themes without clear differentiation, while certain key concepts — such as inclusive education, parental involvement, and collaboration — are repeatedly addressed across multiple outcomes.

Such repetition and thematic diffusion can lead to confusion regarding the specific purpose and scope of each learning outcome, and may complicate both curriculum alignment and assessment design. To enhance clarity, measurability, and usability, it is recommended to consolidate overlapping outcomes and more clearly distinguish between those with similar thematic content.

Learning Outcomes 3 and 4 are nearly identical — both about knowledge for professional development. It is recommended to merge or differentiate. Parental involvement, inclusive education, and collaboration are mentioned across multiple outcomes. It is recommended to group or streamline these outcomes.

Description and Analysis - Programme 3 (MA Program in Education Sciences, VII level)

The set of Learning Outcomes under the categories of Knowledge and Understanding, Skills, and Responsibility and Autonomy is strong in content, relevance, and alignment with modern teacher education goals—especially at the master's level. Strong integration of action research, ethics, inclusion, and leadership is commendable.

A few learning outcomes contain awkward syntax or redundancy. For example: “Possesses the knowledge and experience necessary for an educational leader and the legal foundations of managing the education system...”. It is recommended to rephrase some outcomes for clarity.

A number of learning outcomes display awkward or unclear phrasing, which may affect the precision and interpretability of their intended meaning. In particular, some outcomes combine unrelated elements or use ambiguous language structures that reduce readability and hinder effective communication of the expected competencies.

For example, the statement *“Possesses the knowledge and experience necessary for an educational leader and the legal foundations of managing the education system...”* appears syntactically imprecise. It combines two distinct ideas — professional experience as an educational leader and knowledge of legal foundations — in a grammatically unclear and potentially misleading way.

Such formulations may create confusion regarding the expected outcome and make it more difficult to design assessment criteria or align instructional content accordingly.

Evidences/Indicators

- University Website
- SER
- Educational programme: Integrated Bachelor’s-Master's Educational Program for the Preparation of Primary Level General Education Teachers, Teacher Preparation Educational Program, Teacher Training, MA Program in Education Sciences, VII level)
- Website of the National Center for Assessment and Examinations – www.naec.ge;
- SSU website – www.sou.edu.ge;
- Interview results

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor’s-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Recommendation(s): Many learning outcomes try to cover too much in one block, making them difficult to read or assess. For example, Learning Outcome 4 could be split into two or three parts to avoid confusion. It is recommended to split too long results into two if it is logical to do so (e.g. learning result 4).

It is recommended to avoid overlapping outcomes — some ideas appear in multiple outcomes and could be grouped or streamlined (e.g., inclusive education appears in 1, 6, 9).

Suggestion(s): —————

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Recommendation(s): Learning Outcomes 3 and 4 are nearly identical — both about knowledge for professional development. It is recommended to merge or differentiate. Parental involvement, inclusive education, and collaboration are mentioned across multiple outcomes. It is recommended to group or streamline these outcomes.

Suggestion(s): -----

Programme 3 (MA Program in Education Sciences, VII level)

Recommendation(s): A few instances contain awkward syntax or redundancy:

A few learning outcomes contain awkward syntax or redundancy. For example: “Possesses the knowledge and experience necessary for an educational leader and the legal foundations of managing the education system...”. It is recommended to rephrase some outcomes for clarity.

Suggestion(s): -----

Evaluation

Component 1.2 Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)	☐	☒	☐	☐
Programme 2 (Teacher Preparation Educational Program, Teacher Training)	☐	☒	☐	☐
Programme 3 (MA Program in Education Sciences, VII level)	☐	☒	☐	☐

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined. The programme learning outcomes assessment process consists of defining, collecting and analyzing data necessary to measure learning outcomes.
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The mechanism for evaluating the programme learning outcomes of the program includes direct and indirect evaluation methods. The direct mechanism of learning outcomes of the program involves several activities, namely, the development of the evaluation system of the program learning outcomes which encompasses specific outcomes of the program, the course, activity, exam, or other means by which the evaluation is undertaken.

Indirect evaluation methods include student self- evaluation, employer student assessment, student, focus group discussions, interviews, employment rate, program completion rate, graduate and employer surveys, etc. One of the mechanisms for evaluating the program is considered to be confirmation of the correspondence between goals and results, as well as the possibility of achieving them. The alignment of the programmes learning

outcomes and objectives are illustrated by the alignment map. To analyze the content of the program, a curriculum map is created. Based on the studied documents and the results of the interviews, it should be noted that: the university has developed mechanisms for evaluating the learning outcomes of programs. These mechanisms are relevant and sufficient for all programs grouped in a cluster. Also important the student academic performance monitoring is carried out.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)⁸

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

Description and Analysis - Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Description and Analysis - Programme 3 (MA Program in Education Sciences, VII level)

Evidences/Indicators

- University Website
- SER
- Educational programme: Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, Teacher Preparation Educational Program, Teacher Training, MA Program in Education Sciences, VII level)
- Website of the National Center for Assessment and Examinations – www.naec.ge;
- SSU website – www.sou.edu.ge;
- Interview results

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Recommendation(s):

⁸ **In case of necessity**, describe, analyse and evaluate the compliance of each education programme in the cluster with the requirements of this component of the standard. Also, you can indicate the information on the education programme, distinguished from the general and major characteristics of the education programmes in a cluster. In case of necessity, according to the number of the programmes, please add the appropriate number of rows (*please consider this format of referencing after each component evaluation*).

Suggestion(s):

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Recommendation(s):

Suggestion(s):

Programme 3 (MA Program in Education Sciences, VII level)

Recommendation(s):

Suggestion(s):

Evaluation

Component 1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program, Teacher Training)	☒	☐	☐	☐
Programme 3 (MA Program in Education Sciences, VII level)	☒	☐	☐	☐

1.4. Structure and Content of Educational Programme

- The programme is designed according to HEI's methodology for planning, designing and developing of educational programmes.
- The programme structure is consistent and logical. The content and structure ensure the achievement of the programme learning outcomes. The qualification to be awarded is corresponding to the programme content and learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The structure of the programs is consistent and logical. Their content and structure ensure that the learning outcomes of the programme are achieved. The qualifications to be awarded are in accordance with the content of the programs and the learning outcomes. The programs are designed in accordance with the legislation of Georgian and ECTS- European Credit Transfer and Accumulation system. Integrated Bachelor's-Master's

Educational Program for the Preparation of Primary Level General Education Teachers includes 8 academic semesters, Teacher Preparation Educational Program includes 2 academic semesters and Master of Education Sciences includes 4 academic semesters. 1 credit for all three levels = 25 hours. The workload of the training courses of the programs is distributed in such a way that the student gradually acquires in-depth field knowledge.

Description and Analysis - Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

The volume of the program is ten semesters (300 ECTS credits) and is distributed as follows: 60 credits – Free Components Module, 180 credits – Subject-Specific and Methodical Module for Primary Level General Education Subjects/Subject Groups, 60 credits – School Practice and Action Research Module. The structure is coherent and each component is arranged logically. The educational program attends the standards framework.

Description and Analysis - Programme 2 (Teacher Preparation Educational Program, Teacher Training)

The volume of the program is 2 semesters (60 ECTS credits) and is distributed as follows: Pedagogy - Psychology Module - 27 ECTS, Subject Teaching Methodology Module - 21 ECTS, Pedagogical Practice Module - 12 ECTS. The structure is coherent and each component is arranged logically. The educational program attends the standards framework.

Description and Analysis - Programme 3 (MA Program in Education Sciences, VII level)

The volume of the program is 4 semesters (120 ECTS credits) and is distributed as follows: 15 ECTS - compulsory faculty subjects, 69 ECTS - Compulsory and elective courses in the main field of study, 36 ECTS - Professional practice and research component and the 69 credits of compulsory and elective courses in the main field of study are distributed as follows: compulsory courses - 51 ECTS, elective courses - 18 ECTS, the professional practice and research component includes: 6 ECTS - Professional practice, 30 ECTS - Master's thesis. The structure is coherent and each component is arranged logically. The educational program attends the standards framework.

It is important to highlight that the current curriculum includes English Language I (B2.1) and English Language II (B2.2) as compulsory components, totaling 12 ECTS credits. However, several significant considerations emerge in relation to this structure.

Firstly, students who already possess a B2 or higher level of English language proficiency may be admitted to the program, thereby rendering these language courses redundant for a portion of the cohort. Secondly, based on a review of analogous programs and international standards (as confirmed by the desk research), a B2 level of English is generally established as an entry requirement for similar master's programs. In this context, incorporating B2-level English language courses into the curriculum appears inconsistent with the expected competencies of incoming students.

Thirdly, the removal of these courses would free up a substantial number of credits—12 ECTS—that could be strategically redirected to strengthen the academic depth and professional relevance of the program. Specifically, these credits could be used to:

- Introduce new, field-specific subjects (e.g., *Sustainability in Education*),
- Expand the credit allocation for foundational and more academically demanding courses (e.g., *Research Methods in Education*, *Curriculum and Learning Process Management*, *Human Resource Management Policy in Education*), thereby enabling more in-depth instruction and learning.

In light of the above, it is recommended that the program curriculum be revised to remove English Language I (B2.1) and English Language II (B2.2) as compulsory courses. The corresponding credits should instead be allocated toward enriching the program with thematically relevant courses and/or increasing the credit weight of core academic subjects that are complex and essential for professional development in the field of education. This adjustment will enhance the program's academic coherence, relevance, and competitiveness both locally and internationally.

Evidences/Indicators

- University Website
- SER
- Educational programme: Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, Teacher Preparation Educational Program, Teacher Training, MA Program in Education Sciences, VII level)
- Website of the National Center for Assessment and Examinations – www.naec.ge;
- SSU website – www.sou.edu.ge;
- Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestion of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Recommendation(s):

Suggestion(s):

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Recommendation(s):

Suggestion(s):

Programme 3 (MA Program in Education Sciences, VII level)

Recommendation(s):

It is recommended that the program curriculum be revised to remove English Language I (B2.1) and English Language II (B2.2) as compulsory courses. The corresponding credits should instead be allocated toward enriching the program with thematically relevant courses and/or increasing the credit weight of core academic

subjects that are complex and essential for professional development in the field of education.

Suggestion(s):

Evaluation

Component 1.4 Structure and Content of Educational Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program, Teacher Training)	☒	☐	☐	☐
Programme 3 (MA Program in Education Sciences, VII level)	☐	☒	☐	☐

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
- The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
- The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The learning outcomes of the courses are aligned with the learning outcomes of the program. The results of the teaching and research components provide the learning outcomes of the program. The syllabuses of the courses contain the name of the teaching course, lecturer(s) with consultation terms and contact, code, status, number of credits, number of hours (hourly workload of the student - lecture, independent work hours), admission to the course Prerequisites, objective, learning outcomes according to the qualification framework, teaching and learning methods, evaluation system (forms and grades), course content (lecture/seminar topics and compulsory and supporting literature for each topic). For each mandatory course, it was determined to what extent this or that mandatory course will develop each of the program learning outcomes, and the courses were divided into three levels: Introduction (I), Practice (P), and Mastery (M).

Description and Analysis - Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

The student's hourly workload is logically divided by the courses. The learning outcomes of the program correspond to the level of education and the qualification awarded to it. The content of the free component modules of Integrated Bachelor's and Master's Educational

Program for the Preparation of Primary Level General Education Teachers, the subject/subject group subject and methodological module courses (I-IV grades subject foundations and teaching methodology module, V-VI grades subject/subject group optional compulsory modules, specialty sectoral and subject elective courses), the content of the school practice and practice research module courses, learning outcomes and the literature and other materials specified in these courses ensure the achievement of the learning outcomes of the program. The content of the free component modules of Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers, the subject/subject group subject and methodological module courses (I-IV grades subject foundations and teaching methodology module, V-VI grades subject/subject group optional compulsory modules, specialty sectoral and subject elective courses), the content of the school practice and practice research module courses, learning outcomes and the literature and other materials specified in these courses ensure the achievement of the learning outcomes of the program. The required literature specified in the program syllabi, etc. The teaching material corresponds to the course content and learning outcomes and represents innovations and achievements in the field. The program leaders and the academic staff implementing the relevant teaching courses provide students with relevant teaching literature in the language of instruction, as well as additional literature, both in Georgian and, in some cases, in a foreign language. The teaching literature is located in the SSU library. The library fund includes the necessary printed and electronic textbooks. The students are provided with electronic lecture materials by the head(s) of the relevant teaching course and/or program.

The curriculum's comprehensive set of courses effectively supports the achievement of all five program objectives. Objective 1, which focuses on preparing highly qualified primary school teachers with in-depth and systematic knowledge of pedagogical-psychological theories, Universal Design for Learning principles, and student development, is well addressed through foundational courses such as *Theories of Development and Learning*, *Universal Design for Learning*, *Psychology of Education*, and language proficiency courses like *English Language* levels I through VII. These courses provide a solid theoretical basis necessary for planning and conducting inclusive, student-centered education.

Objective 2 emphasizes equipping future teachers with knowledge of teaching in diverse and multicultural environments, along with competencies in classroom management, lesson planning, modern assessment methods, education policy, legal regulations, and teacher ethics. This objective is supported by courses such as *Classroom Management and Formation of a Positive Learning Process*, *Lesson Planning and Effective Teaching Methods and Strategies*, *Modern Assessment Methods and Strategies*, *Education Policy*, *Legal Acts in Education*, *Teacher's Professional Ethics*, *Multicultural Education: Multiethnic and Multicultural Georgia*, and *History of Education*.

Objective 3 requires acquiring subject-specific competencies aligned with the national curriculum and developing critical thinking and analysis skills. Courses such as *Fundamentals and Teaching Methodologies of Elementary Mathematics*, *Natural Sciences*, *Georgian Language and Literature*, and *Our Georgia*, along with courses promoting analytical skills like *Academic Writing for Education Programs* and *Research Methods in Education*, comprehensively address this objective.

Objective 4 aims to prepare teachers proficient in modern educational technologies and innovative teaching strategies to foster positive learning environments. This goal is addressed by courses like *Modern Educational Technologies*, *Digital Citizenship*, and practical-oriented courses including *Pedagogical Practice* modules and *Practice Research*, which promote the application of innovative methods in real classroom settings.

Finally, Objective 5 focuses on cultivating practical professional skills and a strong sense of responsibility for collaboration, continuous professional development, and school improvement. This is realized through extensive

Pedagogical Practice, Professional Ethics, Leadership, and School Practice courses, as well as through the *Master's Thesis*, which promotes independent research and professional reflection.

Overall, the curriculum demonstrates strong alignment with all program objectives, providing both the theoretical foundations and practical experiences necessary for training effective, reflective, and inclusive primary school teachers. However, to further enhance the program's relevance and impact, it is suggested to regularly update the technological content to keep pace with rapid advancements in educational technology and digital tools. Additionally, while inclusive education is addressed in several courses, a deeper and more consistent integration of inclusive education strategies across all subject areas and teaching methodologies would strengthen future teachers' ability to support diverse learners effectively. It is suggested to add specific modules or practical workshops focused on differentiation, accessibility, and support for students with special needs, ensuring that inclusive practices become an integral part of the entire curriculum rather than isolated topics. Such enhancements would better prepare graduates to create equitable and supportive learning environments for all students.

Description and Analysis - Programme 2 (Teacher Preparation Educational Program, Teacher Training)

The student's hourly workload is logically divided by the courses. The learning outcomes of the program correspond to the level of education and the qualification awarded to it. The prerequisite for admission to each course is logical and transparent, corresponding to the level of education. According to the self-assessment report of the cluster, competencies develop through induction-deduction - from simple to complex, from general to specific. Objective 1, which focuses on providing deep and systematic theoretical knowledge of pedagogy, development, inclusion, and student-centered teaching, is well supported through courses such as *Pedagogy, Inclusive Education, Theories of Development and Teaching, Professional Ethics, and Legal Acts of Education*. Similarly, Objective 2 emphasizes the use of modern educational technologies and innovative teaching methods, which is addressed through *Effective Teaching Methods and Strategies, Computer Technology Teaching Methodology*, and various subject-specific methodology courses. Objective 3, concerned with the history of pedagogical thought, education legislation, policy, ethics, research, and intervention strategies, finds its foundation in courses like *History of Education, Legal Acts of Education, Professional Ethics, and Action Research*. Lastly, Objective 4 highlights the development of high subject-specific and practical skills alongside professional responsibility, collaboration, and continuous professional growth, which is realized through the subject methodology courses as well as *Pedagogical Practice I and II* and related components that foster professional development and teamwork.

There is no explicit reference in the objectives or courses to local and international labor market needs or aspects of internationalization (e.g., mobility, international collaboration). Competences such as soft skills, including intercultural communication, critical thinking, and adaptability, are not clearly highlighted in the objectives or courses. Since the program emphasizes inclusion, it would be beneficial to ensure that inclusive content and practical strategies to support students with special needs are fully integrated into the methodology courses, which might require additional emphasis or specific modules/courses.

Overall, the objectives and course program are well aligned and coherent. The courses cover the main areas outlined in the program objectives. However, to make the program more comprehensive and

modern, it is advisable to consider adding elements related to internationalization, as well as a stronger focus on preparing students for labor market realities and developing soft skills.

Description and Analysis - Programme 3 (MA Program in Education Sciences, VII level)

The student's hourly workload is logically divided by the courses. The learning outcomes of the program correspond to the level of education and the qualification awarded to it. The preconditions for the admission to the programme and its procedures are relevant, transparent, fair, public, relevant for the level and accessible for individuals.

Objective 1 aims to prepare specialists with deep and systematic knowledge of the educational process, teaching theories, and modern pedagogical principles and methods, which is supported by courses such as *Development and Learning Theories for Master's Students*, *Curriculum and Learning Process Management*, and *Effective Teaching Methods and Technologies*. Objective 2 focuses on understanding contemporary education systems, education policy, and the socio-economic, cultural, and legal aspects related to education, reflected in courses like *General and Higher Education Policy*, *Human Resource Management Policy in Education*, and *Legal Foundations of Education System Management*. Objective 3 emphasizes the importance of inclusive and multicultural education, children's rights, as well as modern assessment methods and educational research, supported by *Principles of Inclusive Education*, *Multicultural Education: Multiethnic and Multicultural Georgia*, *Children with Special Needs and Their Education*, and *Research Methods in Education*. Objective 4 concentrates on preparing specialists with practical skills to work in educational institutions and governmental or non-governmental organizations to enhance the quality of teaching and learning, as reflected in *Professional Practice*, *Leadership in Education*, and *Action Research in Education*. Finally, Objective 5 develops critical and analytical thinking and scientific writing skills, preparing graduates for research and practical activities aligned with current requirements and values in education, supported by *Academic Writing for Educational Sciences*, *Master's Thesis*, and *Peace and Responsibility in a Global World*.

While the courses comprehensively cover the stated objectives, it is recommended to:

- Strengthen the practical integration of inclusive education strategies within methodology and practice courses to ensure effective support for diverse learners.
- Consider adding or enhancing content related to internationalization and global perspectives in education to reflect global trends and intercultural competencies.
- Enhance the connection between theoretical knowledge and local/regional labor market needs, particularly in emerging areas such as digital competencies for teachers.

Overall, the program appears coherent and well-aligned with its objectives, with room for targeted improvements to further enhance relevance and impact.

Evidences/Indicators

- University Website

- SER
- Educational programme: Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, Teacher Preparation Educational Program, Teacher Training, MA Program in Education Sciences, VII level)
- Website of the National Center for Assessment and Examinations – www.naec.ge;
- SSU website – www.sou.edu.ge;
- Interview results

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)

Recommendation(s):

Suggestion(s):

It is suggested to regularly update the technological content to keep pace with rapid advancements in educational technology and digital tools.

It is suggested to add specific modules or practical workshops focused on differentiation, accessibility, and support for students with special needs, ensuring that inclusive practices become an integral part of the entire curriculum rather than isolated topics. Such enhancements would better prepare graduates to create equitable and supportive learning environments for all students.

Programme 2 (Teacher Preparation Educational Program, Teacher Training)

Recommendation(s):

It is recommended to explicit reference in the objectives or courses to local and international labor market needs or aspects of internationalization (e.g., mobility, international collaboration). It is recommended to develop students' competences such as soft skills, including intercultural communication, critical thinking, and adaptability, are not clearly highlighted in the objectives or courses.

It is recommended to review the methodology courses to ensure that inclusive content and practical strategies for supporting students with special educational needs are fully integrated. This may involve adding greater emphasis or introducing specific modules dedicated to inclusive education within the program.

Suggestion(s):

Programme 3 (MA Program in Education Sciences, VII level)

Recommendation(s):

It is recommended to strengthen the practical integration of inclusive education strategies within

methodology and practice courses to ensure effective support for diverse learners.

It is recommended to consider adding or enhancing content related to internationalization and global perspectives in education to reflect global trends and intercultural competencies.

It is recommended to enhance the connection between theoretical knowledge and local/regional labor market needs, particularly in emerging areas such as digital competencies for teachers.

Suggestion(s):

Evaluation

Component 1.5 Academic Course/Subject	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program, Teacher Training)	☐	☒	☐	☐
Programme 3 (MA Program in Education Sciences, VII level)	☐	☒	☐	☐

Compliance of the programmes with the standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, ME, level VII)	☐	☒	☐	☐
Programme 2 (Teacher Preparation Educational Program, Teacher Training)	☐	☒	☐	☐
Programme 3 (MA Program in Education Sciences, VII level)	☐	☒	☐	☐

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the engagement achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Student admission to the programmes is carried out in accordance with the current legislation.

Admission to the programmes is carried out according to the methodology for planning student contingents developed by the university.

The following factors are evaluated and taken into account in the planning process: the specifics of the program, the human, financial, and material resources available at the institution necessary for implementing the given program, as well as the results of market research and feedback from employers.

Description and Analysis - Programme 1 – Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers

The prerequisites for admission to the program are: a certificate of complete general education, and for Georgian citizens – a certificate confirming successful completion of the Unified National Examinations; Results from the Unified National Examinations are considered in accordance with the subjects, priorities, and corresponding coefficients determined by the university.

The following subjects are mandatory according to legislation: Georgian Language and Literature, a foreign language (English, German, French, or Russian), and Mathematics, Literature, or History. Specifically, for admission to the Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers, passing a fourth profile subject in Literature and/or History and/or Mathematics is mandatory.

Foreign citizens are entitled to study without passing the Unified National Examinations, in accordance with existing legislation.

Admission to the program is also possible through mobility – in accordance with the rules defined by the state and the internal regulations of the university.

For students transferring under internal and external mobility at Sokhumi State University, student mobility for the program is implemented in accordance with Order N10/N of the Minister of Education and Science of Georgia, dated February 4, 2010, and based on the normative acts established by the university, starting from the third semester of study.

Detailed information about admission is posted on the university website: www.sou.edu.ge

Description and Analysis - Programme 2 – Teacher Preparation Educational Program (60 credits)

According to the rule regulating the academic process at SSU, the basis for studying in the independently existing teacher preparation educational program is:

Subject competence confirmed by an exam organized by the National Center for Assessment and Examinations; the student may be a person holding a bachelor's/master's academic degree in the relevant subject of the national curriculum or an equivalent academic degree, whose subject competence is confirmed by an exam organized by the National Center for Assessment and Examinations.

The university also requires passing an internal university exam established by Sokhumi State University, regulated by Chapter II, Article 2, Paragraph 6 of the SSU academic process regulation.

Detailed information about admission is posted on the university website: www.sou.edu.ge

Description and Analysis - Programme 3 – MA Program in Education Sciences

The prerequisites for admission to the Master's Program in Education Sciences are:

- A bachelor's academic degree;
- Passing the general master's examination as required by Georgian legislation;
- A written exam in a foreign language (English) and in the specialty.

a) The written exam in the foreign language (English) is conducted in a test format, B1 level (a sample test is available in advance on the university's official website);

According to the Common European Framework of Reference for Languages (CEFR), to determine the relevant language level, the applicant must pass an exam covering all four language skills: listening, writing, reading, and speaking.

Moreover, since the program is at the master's level and students are expected to work extensively with various scientific papers and articles in the field, which are typically in English, it is necessary to adjust the prerequisite for admission and define the required level as B2. This approach will also contribute to the growth of the internationalization vector and will allow credit hours allocated to language learning to be redistributed to subject-specific courses.

Additionally, it is necessary to indicate in the program the international certificates (e.g., IELTS, TOEFL, FCE, etc.) which, if presented, exempt the applicant from the language exam.

Therefore, the group of experts believes that English language proficiency at the B2 level must be set as a prerequisite for admission. Moreover, the internal university exam in English should cover all four language skills. Furthermore, the program should list the international certificates that exempt applicants from the English exam.

b) The written exam in the specialty is conducted in test format. Topics include the basics of pedagogy and the history of education. The 100-point examination test will consist of open and closed questions;

the written exam will be graded on a 100-point scale; each question will be worth 1 point; the exam duration is 3 hours; the minimum competency threshold is set at 51 points.

The list of exam topics and required literature is publicly posted on the university's website.

The exam aims to assess the applicant's level of knowledge in pedagogy and the history of education within the field of Education Sciences. In the case of equal scores, preference is given to candidates who have participated in the university's student scientific conference at the previous academic level (upon submission of relevant documentation).

Foreign citizens are admitted without taking the general master's examination, in accordance with Georgian legislation.

Student mobility for the Master's Program in Education Sciences is implemented in accordance with Order N10/N of the Minister of Education and Science of Georgia, dated February 4, 2010, and based on the normative acts established by the university.

It should be noted that there is a technical inaccuracy in the program, namely, a reference to: "prerequisites for admission to the bachelor's program," where it should state master's program instead of bachelor's. It is necessary to review all three programs presented in the cluster and correct the technical inaccuracies found in the programs.

Detailed information about admission is posted on the university website: www.sou.edu.ge

Evidences/Indicators

- University website and other means of information dissemination;
- Rule regulating the academic process;
- Methodology for planning, developing, and updating the master's program (approved by the Academic Council, resolution №05/01-384, 22.02.2018);
- Methodology for planning the number of students in the educational program;
- Prerequisites for admission to the programs;
- Website of the National Center for Assessment and Examinations – www.naec.ge;
- SSU website – www.sou.edu.ge;
- Interview results.

General recommendations of the cluster:

- It is necessary to review all three programs presented in the cluster and correct the technical inaccuracies found in the programs.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed

recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Recommendation(s): —

Suggestion(s): ----

Programme 2 (Teacher Preparation Educational Program -60 credits)

Recommendation(s): —

Suggestion(s): -----

Programme 3 - MA Programme in Education Sciences

Recommendation(s): It is necessary to define B2 level as the required English proficiency for admission. Additionally, the internal university exam in English should cover all four language skills. Furthermore, the program should indicate the international certificates that exempt applicants from the English exam.

Suggestion(s):

Evaluation

Component 2.1 Programme admission preconditions	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☐	X	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits))	☐	X	☐	☐
Programme 3 (MA Programme in Education Sciences)	☐	X	☐	☐

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Sokhumi State University promotes the development of practical skills for students by providing practice courses. At the same time, the program's academic courses include activities aimed at developing research, creative, scientific, and transferable skills in students.

For the purpose of promoting the professional development of students and graduates, applying theoretical knowledge in practice and developing practical skills, conducting scientific and research activities, strengthening sectoral competencies and preparing qualified personnel in accordance with labor market requirements, ensuring employment and career advancement, Sokhumi State University collaborates with public and private schools in Tbilisi and the regions - public schools in Gurjaani, Tsalenjikha, Telavi, Kazbegi, Marneuli, Mtskheta, Rustavi, and Senaki. Sokhumi State University also collaborates with higher educational institutions, the National Center for Teachers' Professional Development, local donor organizations - Gudavadze-Patarkatsishvili Foundation, Georgia's Association for Sustainable Development, and UNICEF. Sokhumi State University has cooperation memoranda signed with the following universities: Gori State University, New UNI, Guram Tavartkiladze Tbilisi Teaching University, European Academic Center, Tbilisi Open Teaching University, Samtskhe-Javakheti State University, Patriarchate University, Georgian Technical University, and Kutaisi International University.

The programs presented in the cluster include pedagogical practice modules, practice research, action research modules, research methodology courses, master's theses, and various academic courses where the development of practical, scientific, research, transferable, and creative skills is integrated. Practice courses are supervised by qualified personnel from the university, while from the practice site - by practice mentors/subject teachers, whose rights and obligations are outlined in cooperation memoranda.

The university takes care of student internships and employment, for which there is a Student Practice and Career Management Service at the university. The university organizes informational meetings between employers and students. There is also a practice where employers personally provide information about vacancies to university representatives and employ/consider students/graduates based on recommendations and student characterizations from the university. The employment rate of university graduates is high.

Interviews with university representatives, employers, students, and graduates confirmed that SSU graduates are distinguished by high competence, organization, and practical skills, which significantly contributes to the development of the field. At the same time, interviews established that changes in practice courses envisioned by the program are implemented based on feedback from employers and students.

The university promotes student participation in conferences. The university has established a student scientific society "Zhamtaaghtsereli", which annually holds scientific-practical conferences. An international conference of young scientists and doctoral students is also held, students participate in annual student festivals and various club activities.

Description and Analysis - Programme 1 - Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Sokhumi State University's integrated bachelor's-master's educational program for elementary level general education teacher training, according to the level, ensures the development of practical skills for students. In accordance with the "Higher Education Field Characteristics for Elementary Level General Education Teacher Education," the school practice and practice research module includes 60 ECTS.

Pedagogical practice courses, by subjects, include 6-6 ECTS (from the ninth semester). The aim of the course is to develop in students the skills of observation, description, planning, implementation, and assessment in Georgian, mathematics, and natural sciences subjects for grades I-IV and Georgian language and literature, mathematics, natural sciences, and Our Georgia lessons for grades V-VI. Within the framework of pedagogical practice, the student conducts lesson observations, lesson preparation and delivery, attendance at other students' lessons and discussion-analysis of conducted lessons, conducting extracurricular activities, carrying out research activities, conducting demonstration lessons, maintaining a practice diary, and portfolio presentation and defense.

The practice is supervised by qualified personnel from the university, and a practice mentor also works with the student at the practice site. Based on interviews, it was established that the practice site selects the practice supervisor for students. It was also established that there is a practice established at the university whereby the student's mentor from the school attends the process of defending the results of the practice course.

Public and private schools in Tbilisi and the regions are designated as practice sites for the elementary level teacher training program. The study of memoranda signed with practice sites confirms that the mentioned memoranda consider the subject of cooperation and outline the rights and obligations of the parties.

Interviews confirmed that the institution takes care of the professional development of practice supervisors and teachers from schools included in the memoranda through conducting trainings and their involvement in various events and conferences. Educational and methodological materials developed within the university framework are also shared, which is confirmed by interview results with relevant target groups and cooperation memoranda. Interviews establish that the practice site ensures parental information and consent for practicum students' work with children and processing of personal data.

The elementary level teacher training program also includes a "Practice Research" course - 6 ECTS, the purpose of which is to develop basic research competencies for teacher professional action in students, to equip students with research skills so that students can identify and analyze challenges existing in the educational space and implement evidence-based interventions. This course is scheduled for the 9th semester. It should be noted that students begin pedagogical practice by subjects in schools from the 9th semester, during which they are required to carry out research activities. It is suggested students to have completed the "Practice Research" course beforehand, which would significantly help them in conducting research during the practice period in schools. The program also includes a mandatory academic course "Research Methods in Education" - 3 ECTS (fifth semester), which is aimed at developing research skills.

The program includes elective courses: "Extracurricular Work," "Social Pedagogy," "Positive Parenting and Family Education Methods," which promote the development of practical skills necessary for class teachers. It is suggested academic courses aimed at developing these skills to be presented as mandatory courses. It should be noted from school practice that any subject teacher must perform class teacher functions and accordingly, it is necessary for teachers to have developed the relevant competencies and skills.

The program includes completion of a master's thesis - 30 ECTS. Completion of the master's thesis involves research skills and its purpose is to: develop deep and systematic field knowledge and general skills in students, abilities to solve problems in various fields, search for new original ways, and independently implement action and empirical research. The syllabus presents the content of the academic course, teaching-learning methods, and assessment criteria. It is suggested the syllabus to detail the procedures for planning, preparing, and defending the master's thesis, where information about the technical data of thesis formatting would also be presented.

As a result of conversations with students, it was established that they participate in conferences organized by the university and are involved in various clubs. At the same time, it should be noted that the syllabi of the elementary level teacher training academic courses include methods that promote the development of scientific-research and transferable skills for students.

Description and Analysis - Programme 2 -Teacher Preparation Educational Program (60 credits)

Sokhumi State University's teacher training educational program includes the following subjects for basic and secondary levels: Georgian language and literature, social sciences - history, geography, mathematics, computer technologies, natural sciences - chemistry, biology, physics, foreign languages - English, Russian. The teacher training educational program includes 60 ECTS. SSU's mentioned program, according to the level, ensures the development of practical skills for students. In accordance with the "Higher Education Field Characteristics for Teacher Training," 12 ECTS are allocated for practice.

The purpose of Pedagogical Practice 1 (first semester) - 6 ECTS is familiarization and deepening of theoretical knowledge acquired by the student, its transfer into practice. The syllabus includes the following activities: familiarization with the school, in-depth interviews with teachers and students, lesson observations and lesson delivery, planning-implementation of action research and extracurricular activities, attendance at other students' lessons, discussion-analysis of conducted lessons, conducting demonstration lessons, maintaining a practice diary, practice report, and portfolio presentation and defense.

The purpose of Pedagogical Practice 2 (second semester) - 6 ECTS is for students to deepen and strengthen the pedagogical skills acquired in school during the first semester. The activities included in the Pedagogical Practice 2 syllabus basically follow the activities of Pedagogical Practice 1. It would be desirable for the differences in planned activities or methods envisioned by the objectives of Practice 1 and Practice 2 to be more clearly and distinctly outlined.

According to the Pedagogical Practice 1 and Pedagogical Practice 2 syllabi, the practice sites are defined as lessons of the corresponding subjects included in the basic and secondary level programs, while the learning methods indicate that the method involves attending mathematics, Georgian, and natural sciences lessons of the subject group for grades I-IV of the elementary level in schools.

In the Practice 2 syllabus, "Teaching and Learning Methods" is presented as "Interviews with teachers and students," however, this method is not found in the activities included in the syllabus. It would be desirable for the information presented in the syllabus to be brought into correspondence with each other.

Sokhumi State University offers students the opportunity to complete practice courses in public and private schools in Tbilisi, as well as in regional schools. The university has corresponding cooperation memoranda. As a result of studying the memoranda, interviews, and requested documentation, it was established that there are certain challenges regarding the implementation of practice in the regions.

The practice completed by a student of SSU's 60-credit teacher training program at Senaki Public School No. 3 was studied. The practice period covered from October 22, 2024, to February 6, 2025. From the student's practice diary, it is evident that the student attended 50 lessons on the following dates: October 22, 24, 28, 29, 31, 2024; November 4, 5, 7, 8, 11, 12, 14, 16, 19, 21, 22, 26, 27, 28, 29; December 3, 5, 6, 10, 12, 24; January 16, 21, 23, 28, 30, 2025; and February 4, 6. This highlights the duration of the student's stay in the region, which raises the issue of compatibility between practice and the academic learning process. This requires reconsidering the issue of students completing practice in the regions during the practice period and/or regulating the compatibility of regional practice completion with the academic learning process.

At the same time, it should be noted that according to the first semester practice syllabus, passive practice is initially implemented and then active practice begins when the student conducts lessons. The syllabus stipulates that students begin conducting lessons from the 7th week. However, from the specific student's practice diary, it is evident that the student conducted a lesson in the 3rd week from the start of practice. This does not correspond to the sequence of activities envisioned by the syllabus. Therefore, it is important that practice process monitoring be carried out by the university, which will ensure timely response and help ensure compliance with the syllabus.

Public and private schools in Tbilisi and the regions are designated as practice sites for the teacher preparation program. The study of memorandums signed with practice sites confirms that these memorandums outline the subject of cooperation and specify the rights and obligations of the parties. The practice is supervised by qualified university staff from the university side, while at the practice site, subject teachers work with students. Based on the memorandums and interviews, it was established that the practice sites are responsible for selecting practice supervisors for students in schools.

Interviews confirmed that the institution takes care of the professional development of practice supervisors and teachers from schools covered by the memorandums through conducting trainings and involving them in various events and conferences. Additionally, educational and methodological materials developed within the university framework are shared, which is confirmed by interview results with relevant target groups and cooperation memorandums. Interviews establish that practice sites ensure parental notification and consent regarding practicum students' work with children and processing of personal data.

The program includes an elective course "Action Research" - 6 ECTS, which is aimed at developing research competencies and skills. The elective nature of this course means that a student may not choose the presented course and may fail to develop the competencies and skills envisioned by the course. At the same time, the program does not present a course aimed at developing students' research skills in the first semester of study. Practice 1 in the first semester and Practice 2 in the second

semester envisage conducting research activities. Accordingly, the issue of research competencies and skills becomes a matter of concern for the student. Since the program does not provide the student with opportunities to develop research skills, this may be reflected in the student's ability to fulfill the requirements set forth in the practice syllabi from the very first semester regarding the implementation of research activities. It is suggested that a course that develops research skills in students be presented in the first semester and among mandatory courses.

The interviews revealed that it would be desirable for the framework of this program to additionally include familiarization with the functions of a class teacher and the development of necessary skills. Based on school practice, any subject teacher has to perform the function of a class teacher in school. This would better prepare students to respond at a high level to existing market needs in the direction of cooperation between school and family.

As a result of conversations with students, it was established that they participate in conferences organized by the university. Additionally, it should be noted that the course syllabi include methods that promote the development of scientific-research and transferable skills for students.

Description and Analysis - Programme 3 - MA Program in Education Sciences

Sokhumi State University's Master's Educational Program in Educational Sciences, according to the level, ensures the development of practical skills for students. The master's thesis includes 30 ECTS, professional practice - 6 ECTS, as well as the mandatory course "Scientific Research in Education" - 3 ECTS, and the elective course "Action Research" - 6 ECTS.

The aim of the professional practice course is for students to transfer and test the deep and systematic knowledge acquired in the academic environment in a real practical environment. Through the "Scientific Research in Education" course, students will become familiar with the main methods of scientific research and ways of using them in practice. The elective course "Action Plan" develops students' skills in planning action research, implementation, reflection on their own practice, and professional development.

Students complete their professional practice in public and private schools that are partners of Sokhumi University. Memorandums have been signed with public and private schools in Tbilisi and the regions, as well as with dozens of higher educational institutions. Interviews and practice journals reveal that Educational Sciences students complete their practice in schools. It is necessary for the university to have cooperation memorandums not only with schools and universities, but also with educational resource centers, professional development centers, governmental and non-governmental organizations working in the field of education, where students will be given the opportunity to develop practical skills. At the same time, it emerged that the subject of memorandums signed with practice sites is specifically pedagogical practice and teacher preparation issues. Since the Master's program in Educational Sciences covers a broad spectrum of employment in positions such as educational leader, school principal, deputy principal, and resource center staff member, it is necessary for the university to appropriately define the subject of practice in cooperation memorandums.

Interviews confirmed that the institution takes care of the active involvement of representatives from schools covered by the memorandums in various events and conferences, and also shares educational-methodological materials and research results developed within the university framework, which is confirmed by interview results with relevant target groups and cooperation memorandums.

As a result of conversations with students, it was established that they participate in conferences organized by the university. Additionally, it should be noted that the course syllabi include methods that promote the development of scientific-research and transferable skills for students.

The program includes the completion of a master's thesis - 30 ECTS. The completion of the master's thesis requires research skills. The aim of completing the master's thesis is to teach the master's student to develop, analyze, document, and present a specific, yet current and interesting topic in a problematic context; the syllabus presents the course content, methods, resources, and assessment. The syllabus states that detailed information about the completion and defense of the master's thesis is reflected in the "Regulations for the Development and Approval of Master's Programs." Accordingly, the syllabus does not contain information about the thesis completion plan or technical specifications for thesis formatting. It is desirable that this information be added to the syllabus.

Evidences/Indicators

- Educational program and course syllabi;
- Cooperation memoranda
- Self-assessment report
- Interview results

Recommendations and suggestions according to the programmes:

Programme 1 - Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Suggestion(s):

It is suggested students to have completed the "Practice Research" course before pedagogical practice, which would significantly help them in conducting research during the practice period in schools.

It is suggested academic courses aimed at developing skills necessary for class teachers to be presented not only as elective courses, but also as mandatory courses.

It is suggested the master's thesis syllabus to detail the procedures for planning, preparing, and defending the master's thesis, where information about the technical data of thesis formatting would also be presented.

Programme 2 - Teacher Preparation Educational Program (60 credits)

Recommendation(s):

It is recommended to review the issue of students completing practice in the regions during the practice period and/or regulate the issue of reconciling practice completion in the regions with the academic learning process.

It is recommended that monitoring of the practice process be carried out by the university, which will

ensure timely response and contribute to ensuring compliance with the syllabus.

Suggestion(s):

It is suggested the information presented in the syllabi of Pedagogical Practice 1 and Pedagogical Practice 2, in planned activities and methods, clearly reflect the differences that are presented in the objectives of these courses.

It is suggested information about elementary level and subjects be removed from the learning methods in the syllabi of Pedagogical Practice 1 and Pedagogical Practice 2, and that basic and secondary levels and corresponding subjects be included instead.

It is suggested that in the Practice 2 syllabus, the information presented in "Teaching and Learning Methods" - the method "Interviews with teachers and students" - and the activities presented in the syllabus be brought into correspondence with each other.

It is suggested a course that develops research skills in students be presented in the first semester and among mandatory courses.

It is suggested the program framework incorporate an academic course that ensures student familiarization with class supervisor functions and development of necessary competencies.

Programme 3 - MA Program in Education Sciences

Recommendation(s):

It is recommended that the university has cooperation memorandums not only with schools and universities, but also with educational resource centers, professional development centers, governmental and non-governmental organizations working in the field of education, where students will be given the opportunity to develop practical skills and besides, it is recommended that the university define in the cooperation memorandum the directions that the Master's program in Educational Sciences envisages as the subject of practice, and offer students the opportunity to develop practical skills corresponding to the positions of educational leader, school principal, deputy principal, and resource center staff member.

Evaluation

Component 2.2. The Development of practical, scientific/research/creative/performing and transferable Skills	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☒	☐	☐	☐

Teacher Preparation Educational Program (60 credits)	☐	☒	☐	☐
MA Program in Education Sciences	☐	☒	☐	☐

2.3. Teaching and Learning Methods

The programme is implemented by using student-centered teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes and ensure their achievement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In the implementation of the programs included in the cluster – the Integrated Bachelor’s and Master’s Educational Program for the Preparation of Primary Level General Education Teachers, the Teacher Preparation Educational Program, and the Master’s Program in Education Sciences – the academic staff uses subject-specific teaching and learning methods, such as: lectures; practical work (seminar, quiz, homework, argumentative reasoning, etc.); independent work; group work; teaching with electronic resources; induction/deduction; analysis/synthesis; discussion/debate; group work; practical methods; working with texts; written work; verbal method; demonstration; self-directed learning; group work; brainstorming; problem-based learning (PBL); project-based learning; preparation of written work (essay, pedagogical practice report, etc.).

In most cases, the teaching methods used in the clustered programs correspond to the content and learning outcomes of specific academic courses/subjects and ensure the achievement of the learning outcomes for those courses.

As described in the self-assessment document, during online, electronic/distance learning, the relevant teaching and assessment methods planned and outlined in the Rule for Regulating the Academic Process of Sokhumi State University are applied, which do not alter the program objectives or learning outcomes. Furthermore, in this regard, the institution, like other HEIs, has gained some experience during the pandemic.

However, during interviews with professors involved in the implementation of the programs, it was revealed that they are, in fact, not familiar with or do not use electronic teaching methods and tools in the learning process. Therefore, the expert group considers that the university must ensure that professors involved in the program are familiar with and utilize electronic teaching methods and tools.

Evidences/Indicators

- Teacher Preparation Educational Program;
- Methodology for Program Planning, Development, and Improvement (Approved by the Academic Council, Resolution №05/01-384, 22.02.2018);

- Structure of the Educational Program;
- Teacher Preparation Educational Program;
- Education Sciences Educational Program;
- Syllabi of the program's academic courses;
- Templates for pedagogical practice reports;
- Memoranda and agreements with schools;
- Electronic resources available at the HEI for program implementation.

General recommendations of the cluster: The university must ensure that professors involved in the program are familiar with and utilize electronic teaching methods and tools.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1

Recommendation(s):

Suggestion(s):

Programme 2

Recommendation(s):

Suggestion(s):

Programme 3

Recommendation(s):

Suggestion(s):

Evaluation

Component 2.3. Teaching and learning methods	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☐	X	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits)	☐	X	☐	☐
Programme 3 (MA Programme in Education Sciences)	☐	X	☐	☐

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Describe, analyse and evaluate the compliance of the education programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Student evaluation within the framework of the Integrated Bachelor's and Master's Program in Primary Teacher Training, Teacher Education Program, and Master's Program in Educational Sciences of Sukhumi State University is carried out in accordance with Order No. 3 of January 5, 2007, issued by the Ministry of Education and Science. The institution ensures transparency, reliability, and compliance with national legislation of information.

In a cluster, students are assessed according to a common rule. To achieve the goals set within the courses, various types of assessment methods are used, for example: written exam, presentation, practice report, master's thesis, etc. The mentioned methods are relevant to the

learning outcomes. They are described in detail in the syllabi of the courses provided within the program, about which students receive information both in writing and orally.

Students are assessed using midterm and final assessments. 60 points comprise the student's midterm assessment, the remaining 40 points are allocated to the final assessment. The minimum competency threshold for the midterm assessment is 11 points, which is also a prerequisite for admission to the final exam. The minimum competency threshold for the final exam is 50%. The university operates a result-based assessment system:

(A) Excellent – 91-100 points;

(B) Very good – maximum score 81-90 points;

(C) Good – maximum score of 71-80 points;

(D) Satisfactory – maximum score of 61-70 points;

(E) Sufficient – maximum score of 51-60 points.

(FX) Failed – 41-50 points out of the maximum grade, which means that the student needs more work to pass and is given -the right to take the exam once with independent work and additional time;

(F) Failed – 40 points or less of the maximum grade, which means that the work done by the student is not sufficient and he/she has to study the subject again.

The university has developed instructions for the performance, defense and evaluation of master's theses. The instructions describe in detail the specifics of the performance of master's theses, the citation rules, the procedures for maintaining them, etc. The university also ensures the issue of review and detection of plagiarism during the evaluation of the work. Interviews with students revealed that they are familiar with the above procedures, although they do not have complete information about research ethics and academic requirements for the performance of the work.

The university has developed exam instructions for students, and interviews confirmed that students are familiar with these regulations and use them when necessary. The university constantly analyzes student performance, which was confirmed by administrative staff during the interviews.

It should be noted that Sukhumi State University has set out relevant action steps in its regulations regulating the educational process **for electronic/distance learning**, which will be used if necessary. Students noted during interviews that at this stage the university does not use electronic learning.

Evidences/Indicators

LEPL Sokhumi State University's Educational Process Regulatory Rules;
Syllabus for Primary Education Teacher Training ;
Teacher training educational program and syllabi ;

Master of Education in Educational Sciences program and syllabi ;

Electronic student assessment system/portal - Studlab <https://students.sou.edu.ge>

Regulations of the Department of Educational Process Management/Unified Examination Center

Instructions for completing, defending and evaluating a master's thesis (this describes the rules for completing the thesis in accordance with the academic style and practically serves as a methodological guide)

SSU website <https://www.sou.edu.ge>

Master's theses;

Pedagogical practice reports of the teacher training educational program;

Instructions for conducting exams .

Interviews

- Component evidences/indicators, including the relevant documents and interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Planning various types of training courses that address research conduct, research ethics, academic style requirements, and research methods will greatly help promote research activities and raise awareness among students.

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1

Recommendation(s):

Suggestion(s):

Programme 2

Recommendation(s):

Suggestion(s):

Programme 3 - MA Programme in Education Sciences

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 2.4 - Student evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits))	☒	☐	☐	☐
Programme 3 (MA Programme in Education Sciences)	☒	☐	☐	☐

Compliance of the programmes with the standards

2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☐	☒	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits))	☐	☒	☐	☐
Programme 3 (MA Programme in Education Sciences)	☐	☒	☐	☐

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student engagement in local and / or international projects; proper quality of scientific guidance and supervision is provided for master's and doctoral students.

3.1 Student Consulting and Support Services

Students receive consultation and support regarding planning of the learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

The cluster , students and graduates, as well as analysis of documents and the web-page, revealed that students of Sokhumi State University constantly receive information from the institution. During the interviews, students noted that they are regularly provided with information about the planning of the educational process, assessment, improvement of results, career development and involvement in various activities. They receive information through the student portal, e-mail, website and personal consultations.

The university takes care of the adaptation of students in the learning process. The university operates the " Center for **Multicultural -Education and Cultural Studies** ", which conducts various activities taking into account the cultural identity of students, which contributes to the adaptation of students to the learning environment.

Within the framework of the mentioned programs, students have the opportunity to participate in various projects. Local and international conferences are constantly held at the university, students note that they are informed about the current activities and participate in such conferences as: " **National Scientific -Conference "Timekeeper"**, "**History, Culture, Education - Interdisciplinary -Studies**", "**International Conference of Young Scientists and Doctoral Students**".

Students are involved in various clubs, which is confirmed by interviews and website analysis. The university operates psychological counseling, " Ideators ", and "Readers" clubs. Students are actively involved in the activities of these clubs and carry out activities both at the university and outside it.

During the conversation with the administrative staff, it was revealed that the involvement in exchange programs and the interest of students is one of the weak points of these programs. Students also confirm that they do not benefit from this service. It should be noted that partnerships with international universities in the field of education are quite scarce.

Sukhumi State University operates financial support mechanisms for students. The institution assists the following students in covering their financial obligations:

- With high academic performance,
- Forcibly displaced,
- Actively involved in student life,
- socially vulnerable,
- The breadwinner is lost,
- Large family (four children or more)
- Living in a mountainous region.

The university also cares about the career development of students and offers various internship opportunities. However, these internship opportunities are more tailored to students who are studying in teacher training programs. Students of the Master of Education Administration program noted that they are interning in schools, together with teachers, and there is a need for more involvement in administration-related issues.

Academic and administrative staff involved in the program are constantly involved in the process of consulting students. The university has developed a scheme for individual work of academic staff with students. Interviews confirm that students constantly receive feedback and information on issues that are necessary and important to them.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

Decisions of the Representative Council;

- Regulations of the Scientific Research and Development Service;
- Strategy of Scientific Research and Development of Sokhumi State University;
- Regulations of the Sports, Culture and Youth Affairs Service;
- Regulations of the Student Career Practice and Career Management Service;
- Regulations of the International Relations and Intercultural Relations Service;
- Memoranda;
- Website: <https://www.sou.edu.ge>; Implemented and ongoing projects Recommendation

Interviews

General recommendations of the cluster:

It is recommended to expand the educational partnership network with international universities what will give opportunity for students provide them with more opportunities to participate in exchange programs.

General suggestions of the cluster:

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

.....

Evaluation

Component 3.1 Student consulting and support services	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☐	☒	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits)	☐	☒	☐	☐
Programme 3 (name, level)	☐	☒	☐	☐

3.2. Master's and Doctoral Student Supervision

- A scientific supervisor provides proper support to master's and doctorate students to perform the scientific-research component successfully.
- Within master's and doctoral programmes, ratio of students and supervisors enables to perform scientific supervision properly.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Describe, analyse and evaluate the compliance of the educational programmes grouped in the cluster with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit.

In the cluster, work on the master's thesis is included -in the integrated bachelor's-master's programs of teacher training and the master's programs of educational sciences. The university has developed instructions for the performance, defense and evaluation of the master's thesis, which define the rights and obligations of the master's thesis supervisor. Faculty representatives are involved in the processes of selecting the scientific supervisor and monitoring the work on the thesis.

The regulations in force at the university, interviews with staff and students show that students constantly receive consultation during the process of working on their master's thesis. They do not have limited time to communicate with their scientific supervisors and describe their experience quite positively. During the interviews, students and graduates

noted that their supervisors help them in formulating a research topic, reviewing the literature, developing a methodology, conducting research, etc. The contact hours for the scientific supervisor and the master's student to work on the master's thesis are listed -in the academic calendar and posted on the information board, although students note that they often communicate with their supervisors outside of this schedule.

The university has introduced a methodology for the ratio of supervisors and students for master's theses. The integrated bachelor's and master's program for the training of teachers of the primary level of general education -has 20 scientific supervisors, 80 students are enrolled in the program, respectively, one supervisor is allowed to have 4 master's students.

As for the Master's Program in Educational Sciences, there are 12 scientific supervisors here, and at this stage, 7 master's students are studying in the program, therefore, the ratio is maintained in this case as well.

The university permanently evaluates scientific supervisors through questionnaires, where students reflect on their experience in this area. This helps the university improve the quality of master's theses.

Evidences/Indicators

Integrated --Bachelor's and Master's Program for Primary Education Teacher Training ;-

Master of Education in Educational Sciences program;

Syllabus of the Master's Thesis of the Integrated Bachelor's and Master's Program in Primary -Education Teacher Training ;

Syllabus of the Master's Thesis of the Master's Degree Program in Educational Sciences ;

Instructions for completing, defending, and evaluating a master's thesis;

Methodology for planning, designing and developing an integrated bachelor's and master's degree program in teacher education;

Methodology for planning, designing and developing a master's program;

Instructions for completing, defending and evaluating a master's thesis

University Charter;

Statute of the Faculty of Educational Sciences;

Interviews

University website <https://www.sou.edu.ge/>

General recommendations of the cluster: Please, write the developed recommendations that apply

equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Evaluation

Component 3.2. Master's and Doctoral Student Supervision	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits)) - not applicable	☐	☐	☐	☐
Programme 3 (Master's Program in Education Sciences)	☒	☐	☐	☐

Compliance of the programmes with the standards

3. Student Achievements, Individual Work with them	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program (60 credits)) - not applicable	☐	☐	☐	☐
Programme 3 (Master's Program in Education Sciences)	☒	☐	☐	☐

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme/educational programmes grouped in a cluster ensure the sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

➤ Programme staff consists of qualified persons who have necessary competences in order to help

students to achieve the programme learning outcomes.

- The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
- The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
- Programme students are provided with an adequate number of administrative and support staff with relevant competence.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The cluster comprises the following programs: *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*, *Teacher Preparation Educational Program*, and *Master's Program in Education Sciences*.

The professional experience, biographical data, and subject-specific qualifications of the staff involved in the clustered programmes confirm their alignment with the aims of the programmes. However, in the workload distribution scheme, which reflects the functional responsibilities of each staff member, there are cases where the teaching workload of certain academic personnel significantly exceeds the average threshold.

Furthermore, in the list of Master's theses defended under the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*, there are instances where a single individual supervised up to 9 Master's theses (specifically, during the 2023–2024 academic year).

It is recommended to optimize the academic workload and, if necessary, involve additional personnel.

The program leaders possess the relevant knowledge and skills and are directly involved in the administration and development of the program. However, according to the university's internal document "*Methodology for Planning, Designing, Approving and Developing Master's Programmes*" (Article 3, Paragraph 2), one person may lead only one Master's program/module. This requirement is contradicted by the fact that two out of the three heads of the clustered programmes – *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers* and *Master's Program in Education Sciences* – are the same individuals. It is advisable to harmonise the existing regulation with current practice.

Administrative and support staff operate at both the university and faculty levels, ensuring the organised and continuous administration of the program. Despite certain existing challenges, the program is based on qualified human resources and ensures the implementation of a high-quality educational process.

Description and Analysis - Programme 1 (*Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*)

At the Faculty of Educational Sciences, academic staff are engaged in the implementation of the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*, ensuring its successful delivery. The appointment to academic positions at the university is regulated by the legislation of Georgia and the internal rule of Sokhumi State University entitled "*Procedure for Holding a Competition for Academic Positions at Sokhumi State University (LEPL) and List of Required Documents.*"

The professionalism and qualifications of the academic staff are confirmed by their professional activities in the relevant field and the corresponding documentation. Among the 32 academic and invited staff involved in the implementation of the program at the university, 20 are affiliated academic staff, and 12 are invited staff. The ratio of academic to invited staff is 20/12. Their biographical data, focused on professional development, and their work experience ensure the sustainability of the program.

The program includes a workload scheme for both academic and invited staff, outlining their duties and responsibilities. According to the program's workload scheme, an increase in the number of academic and invited staff is determined. However, it should be noted that in some cases, their teaching/auditory workload still exceeds the average threshold established for the respective academic position. It is also noteworthy that the supervisory workload for some Master's theses exceeds a reasonable amount. For example, the analysis of Master's theses defended during the 2023–2024 academic year shows that some supervisors were responsible for 9 theses. It is necessary to ensure an adequate distribution of academic workload and/or the involvement of additional staff in the implementation of the program.

The heads of the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers* possess the full range of knowledge and experience required for the development of the program and are directly involved in its implementation. However, Article 3, Paragraph 2 of the document "*Methodology for Planning, Designing, Approving and Developing Master's Programmes*", established at Sokhumi State University, states: "One person may lead only one Master's program or module." The heads of the clustered programmes – the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers* and the *Master's Program in Education Sciences* – are the same individuals. This situation contradicts the university's own regulation. It is therefore advisable to harmonise these circumstances with the existing rule.

Administrative and support staff operate at both the university and faculty levels, facilitating the implementation of educational programs and contributing to their successful delivery.

Description and Analysis – Program 2 (Teacher Preparation Educational Program)

At the Faculty of Educational Sciences, academic staff are involved in the implementation of the *Teacher Preparation Educational Program*, ensuring its successful delivery. The appointment to academic positions at the university is regulated by Georgian legislation and the internal rule of Sokhumi State University entitled "*Procedure for Holding a Competition for Academic Positions at Sokhumi State University (LEPL) and List of Required Documents.*"

The professionalism and qualifications of the academic staff are confirmed by their professional activities, engagement in the relevant field, and supporting documentation. Of the 18 academic and invited staff involved in the implementation of the program, 11 are affiliated academic staff, 1 is non-affiliated academic staff, and 6 are invited staff. The ratio of academic to invited staff is 12/6. Their biographies, focused on professional development, and their work experience ensure the sustainability of the program.

The heads of the *Teacher Preparation Educational Program* possess the full range of knowledge and experience required for the development of the program and are directly involved in its implementation.

Administrative and support staff at both university and faculty levels assist in the implementation of educational programs, thereby ensuring the successful delivery of this program.

Description and Analysis – Program 3 (*Master’s Program in Education Sciences*)

At the Faculty of Educational Sciences, academic staff are involved in the implementation of the *Master’s Program in Education Sciences*, ensuring its successful delivery. The appointment to academic positions at the university is regulated by the legislation of Georgia and the internal rule of Sokhumi State University entitled “*Procedure for Holding a Competition for Academic Positions at Sokhumi State University (LEPL) and List of Required Documents.*”

The professionalism and qualifications of the academic staff are confirmed by their professional activities in the relevant field and the corresponding documentation. Among the 19 academic and invited staff involved in the implementation of the program, 13 are affiliated academic staff, 1 is non-affiliated academic staff, and 5 are invited staff. The ratio of academic to invited staff is 14/5. Their biographies, focused on professional development, and their work experience ensure the sustainability of the program.

The program has a workload scheme for academic and invited staff, which reflects the distribution of duties and responsibilities. According to the programme’s workload scheme, an increase in the number of academic and invited staff is identified. However, it should be noted that in some cases, their teaching/auditory workload still exceeds the average threshold established for the respective academic position (mainly due to the same staff being involved in the implementation of the programs grouped within the cluster).

An adequate redistribution of academic workload and/or the involvement of additional personnel in the implementation of the program is necessary.

The heads of the *Master’s Program in Education Sciences* possess the full range of knowledge and experience necessary for program development and are directly involved in its implementation.

Administrative and support staff at both the university and faculty levels contribute to the implementation of educational programs, thereby ensuring the successful delivery of this program.

Programme 1 (<i>Integrated Bachelor’s-Master’s Educational Program for the Preparation of Primary Level General Education Teachers</i>)⁹				
Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise¹⁰	Including the staff holding PhD degree in the sectoral direction¹¹	Among them, the affiliated academic staff
Total number of academic staff	20			20
- Professor	2	1	1	2
- Associate Professor	13	8	5	13

⁹ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁰ Staff implementing the relevant components of the main field of study

¹¹ Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant-Professor	4	1	2	4
- Assistant	1			1
Invited Staff	12	6	3	–
Scientific Staff				–

Programme 2 (Teacher Preparation Educational Program)¹²

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹³	Including the staff holding PhD degree in the sectoral direction ¹⁴	Among them, the affiliated academic staff
Total number of academic staff	12			11
- Professor	1	1		1
- Associate Professor	8	5	3	8
- Assistant-Professor	3	1	2	2
- Assistant	-			
Invited Staff	6	2	3	–
Scientific Staff				–

Programme 3 (Master's Program in Education Sciences)¹⁵

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ¹⁶	Including the staff holding PhD degree in the sectoral direction ¹⁷	Among them, the affiliated academic staff
Total number of academic staff	14			13
- Professor	1	1		1
- Associate Professor	9	6	3	8
- Assistant-Professor	3	2	2	3

¹² In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹³ Staff implementing the relevant components of the main field of study

¹⁴ Staff with relevant doctoral degrees implementing the components of the main field of study

¹⁵ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁶ Staff implementing the relevant components of the main field of study

¹⁷ Staff with relevant doctoral degrees implementing the components of the main field of study

- Assistant	1			1
Invited Staff	5	2	3	–
Scientific Staff				–

Evidences/Indicators

- Rule on the workload of academic and invited staff
- Individual workload schemes
- Self-assessment report for the accreditation of the educational programmes grouped within the cluster
- Personnel files (CVs)
- List of scientific publications
- Interview results
- Academic staff turnover rate and analysis of results; ratio of academic and scientific staff to invited staff

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers)

Recommendation(s):

- Review and adjust the teaching and supervisory workload of academic and invited staff to comply with standard norms and avoid excessive burden.
- Ensure compliance with the internal rule limiting academic leadership to one Master's program or module per person.

Suggestion(s):

- Consider recruiting additional academic or invited staff to support growing

workload demands and sustain program quality and continuity.

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (*Master's Program in Education Sciences*)

Recommendation(s):

- **Review and adjust the teaching and supervisory workload of academic and invited staff to comply with standard norms and avoid excessive burden.**
- **Ensure compliance with the internal rule limiting academic leadership to one Master's program or module per person.**

Suggestion(s):

- **Consider recruiting additional academic or invited staff to support growing workload demands and sustain program quality and continuity.**

Evaluation

Please, evaluate the compliance of the programmes with the component

Component 4.1 Human resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (<i>Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers</i>)	☐	☒	☐	☐
Programme 2 (<i>Teacher Preparation Educational Program</i>)	☒	☐	☐	☐
Programme 3 (<i>Master's Program in Education Sciences</i>)	☐	☒	☐	☐

4.2 Qualification of Supervisors of Master's and Doctoral Students

Master's and Doctoral students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Among the three programmes grouped within the cluster, the second – *Teacher Preparation Educational Program* – is not subject to Component 4.2 of Standard 4. Therefore, this section addresses the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers* and the *Master's Program in Education Sciences*.

Sokhumi State University has developed requirements for scientific supervisors/co-supervisors within the *"Instruction on the Preparation, Defence, and Evaluation of Master's Theses"*, which align with the requirements at the Master's level and reflect the specifics of the programs. According to this document, "Before the start of the final semester, the academic staff of the relevant field/discipline determine the list of topics/issues for Master's theses, which is then approved by the Faculty Council." An analysis of the defended Master's theses and comparison of their topics shows that the methodology for defining research topics requires improvement. For example, there are titles formulated with different word order but addressing the same thematic content. For comparison:

- *"Integrated Complex Assignments as Innovative Approaches in Teaching"* and *"Innovative Approaches in Teaching – Integrated Complex Assignments"*;
- *"Problems of Adaptation at School and Their Solutions for First Graders"*, *"Difficulties of School Adaptation in First Graders and Innovative Approaches to Overcome Them"*, and *"The Process of School Adaptation in First Graders: Challenges and Effective Support Strategies."*

These similarities highlight the need to refine the methodology for topic formulation in order to ensure thematic clarity and differentiation.

Despite the existing challenges in the formulation of research topics, it can be stated that the programmes grouped within the cluster – the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers* and the *Master's Program in Education Sciences* – operate under a flexible model of scientific supervision, which ensures professional and academic support for Master's students throughout the entire research process.

Programme 1 (<i>Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers</i>)¹⁸			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ¹⁹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	20		
- Professor			
- Associate Professor			
- Assistant-Professor			

¹⁸ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

¹⁹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

Invited Staff			–
Scientific Staff			–

Programme 2 (Master's Program in Education Sciences) ²⁰			
Number of supervisors of Master's/Doctoral theses	These supervisors	Including the supervisors holding PhD degree in the sectoral direction ²¹	Among them, the affiliated academic staff
Number of supervisors of Master's/Doctoral theses	10		
- Professor			
- Associate Professor			
- Assistant-Professor			
Invited Staff			–
Scientific Staff			–

Description and Analysis - Programme 1 (*Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*)

At Sokhumi State University, the document entitled “*Instruction on the Preparation, Defence, and Evaluation of Master's Theses*” defines the criteria for selecting scientific supervisors and co-supervisors, as well as their functional responsibilities. This document aligns with the academic requirements at the Master's level and considers the specific nature of the program.

It is established that the list of Master's thesis topics is prepared by academic staff in the relevant field before the beginning of the semester and is approved by the Faculty Council, which ensures a structured process. However, an analysis of the topics of the defended Master's theses reveals certain methodological shortcomings at the stage of defining research topics. Specifically, there are cases where multiple titles refer to essentially the same research subject, differing only in wording and word order. For example:

- “*Integrated Complex Assignments as Innovative Approaches in Teaching*”
- “*Innovative Approaches in Teaching – Integrated Complex Assignments*”

Or:

- “*Problems of Adaptation at School and Their Solutions for First Graders*”
- “*Difficulties of School Adaptation in First Graders and Innovative Approaches to Overcome Them*”
- “*The Process of School Adaptation in First Graders: Challenges and Effective Support Strategies*”

²⁰ In case of necessity please add the appropriate number of tables for the educational programmes grouped in a cluster.

²¹ Theses supervisors having a PhD degree relevant to the qualification awarded by the educational programme.

This indicates the need to establish a unified and clear methodology for the selection and definition of research topics. Such a methodology would promote better topic differentiation, greater thematic diversity across theses, and more precise formulation of research objectives.

Description and Analysis - Programme 2 (Master's Program in Education Sciences)

At Sokhumi State University, the document titled *"Instruction on the Preparation, Defence, and Evaluation of Master's Theses"* is in force. This document outlines the criteria for selecting scientific supervisors and co-supervisors, as well as their functional responsibilities. It complies with the academic standards of the Master's level and takes into account the specific nature of the program. According to the established procedure, the list of thesis topics is prepared by academic staff in the relevant field prior to the beginning of the semester and is approved by the Faculty Council, thereby ensuring a structured process.

However, the analysis of the topics of defended Master's theses reveals certain shortcomings in the topic selection stage. Specifically, the thesis titles are often poorly formulated. For example:

- *"Problems in Performing Written Tasks Requiring Critical Reasoning and Ways to Address Them at the Basic Level (Based on Sixth Grade)"*
- *"Development of Critical Thinking and Problems in Performing Written Assignments at the Basic Level (Based on Fifth Grade)"*

This situation indicates the need for a unified and clearly defined methodology for selecting and formulating research topics. Such a methodology would help enhance the thematic diversity of theses, and allow for more precise articulation of research objectives.

Evidences/Indicators

- Self-assessment report
- *Instruction on the Preparation, Defence, and Evaluation of Master's Theses*
- Personal files (CVs) of Master's thesis supervisors
- List of Master's theses defended over the last 5 years – *Integrated Bachelor's-Master's Programme for Training Primary Level Teachers of General Education*
- List of defended theses – *Master's Programme in Educational Sciences*
- Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (*Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*)

Recommendation

- It is recommended that academic program leaders or designated faculty committees review and validate thesis topics prior to their submission to the Faculty Council. This process would help ensure the academic relevance, feasibility, and differentiation of each thesis, thus supporting the overall integrity of the thesis supervision process.

Suggestion:

- To promote academic diversity and originality, it is suggested that both students and supervisors be encouraged to explore innovative or interdisciplinary research areas within the field of education sciences. This would enrich the scientific contribution of the program and strengthen its relevance to contemporary educational challenges.

Programme 3 (*Master's Program in Education Sciences*)

Recommendation

- It is recommended that academic program leaders or designated faculty committees review and validate thesis topics prior to their submission to the Faculty Council. This process would help ensure the academic relevance, feasibility, and differentiation of each thesis, thus supporting the overall integrity of the thesis supervision process.

Suggestion:

- To promote academic diversity and originality, it is suggested that both students and supervisors be encouraged to explore innovative or interdisciplinary research areas within the field of education sciences. This would enrich the scientific contribution of the program and strengthen its relevance to contemporary educational challenges.

Evaluation

Component 4.2 Qualification of supervisors of master's and doctoral students	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (<i>Integrated Bachelor's-Master's Educational Program for the Preparation of</i>	☐	☒	☐	☐

Primary Level General
Education Teachers)

Programme 3 (Master's
Program in Education
Sciences)



4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
- The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The goal of Sokhumi State University's research activity and development strategy is to advance scientific, interdisciplinary, and field-specific research and to promote the development of academic personnel at SSU. To realize these strategic objectives, Sokhumi State University operates an internal quality assurance mechanism with appropriate regulations developed and oriented toward the assessment and development support of academic personnel.

The personnel assessment system is presented in the document "Mechanisms for Assessing Teaching Quality Development Opportunities." Personnel assessment includes the following methods: self-assessment, peer assessment, student assessment, analysis of student academic achievement, syllabus review, and class attendance. During interviews, it was determined that the critical friend approach is exceptionally well represented in this program at Sokhumi State University, and faculty members share their knowledge and experience with one another.

The university conducts assessment of personnel research activities according to various criteria, such as: publications, participation in scientific conferences, membership in professional organizations, acquired grants, membership in field committees, membership in editorial boards of scientific journals, supervision of doctoral students, and others. Assessment of personnel scientific-research activity is conducted through a report form approved by the Academic Council. The completed data and reports are sent to the Department of Scientific Research and Development. Based on the results of student and personnel satisfaction surveys, assessment of the educational process, analysis of personnel academic activities and scientific achievements, appropriate responses are made and attention is given to improving the educational process.

The document on procedures for conducting competitions for academic positions at Sokhumi State University and the list of required documents also defines requirements that include information about activities confirming the assessment of scientific and pedagogical work.

The university pays great attention to personnel professional development: participation in conferences, forums, trainings, and working meetings, both at local and international levels. The Faculty of Education Sciences is distinguished by the "Center for Multicultural Education and Cultural Studies" and the "Children's Rights Center," where personnel professional development is promoted through international educational grants. The university supports personnel visits to foreign universities, which contributes to both personnel professional growth and sharing of acquired knowledge with colleagues, and accordingly, improving educational programs in relation to international standards. Personnel professional development is carried out through both participation in and organization of international conferences.

Evidences/Indicators

- Self-assessment document;
- CV-s;
- Assessment forms;
- University regulations;
- Interview results

Evaluation

Component 4.3 Professional development of academic, scientific and invited staff	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers);	☒	☐	☐	☐
Teacher Preparation Educational Program (60 credits)	☒	☐	☐	☐
MA Program in Education Sciences.	☒	☐	☐	☐

4.4. Material Resources

Programme is provided with necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

Sokhumi State University is equipped with the necessary infrastructure and technical equipment, library, material and technical resources. The university's material resources both quantitatively and qualitatively ensure the achievement of educational program objectives and learning outcomes.

The educational programs of the Faculty of Education Sciences operate on the 5th floor of the first administrative building. During the visit, the university's physical environment was inspected. It was confirmed on-site that the university has teaching auditoriums equipped with appropriate inventory, specifically, the faculty has interactive boards in 7 auditoriums equipped through European Union educational projects, as well as a computer class connected to the internet network, a conference hall, and a painting auditorium.

The implementation of Sokhumi State University's educational programs is supported by the university library and corresponding electronic library resources. The university is integrated into the Ever-Green network of unified catalogs of Georgian educational and scientific-research institutions. The university utilizes SCOPUS scientific databases. Access to EBSCO scientific and reference databases is regulated. The university has an electronic library. SSU has concluded contracts with "Innovative Systems Management" to ensure the improvement of library activities and alignment with international standards. During the university visit, based on random sampling principles, the availability of literature considered within the program framework was verified both materially and electronically. Within the framework of local and international projects or programs, the library acquires various literature, translates foreign-language literature, and publishes various textbooks, monographs, and educational resources authored by university professors and lecturers.

For completing the university's practicum courses, students are provided with appropriate practice facilities, with which cooperation memoranda have been signed - with public and private schools in Tbilisi and the regions.

Evidences/Indicators

- Cooperation memoranda;
- Material and technical resources;
- Access to international electronic library databases;
- The library;
- Interview results.

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: It is suggested that the cluster consider rearranging desks and chairs in the auditoriums to meet contemporary requirements and allow for environmental adaptation based on changing activities.

Evaluation

Component 4.4 Material
resources

**Complies with
requirements**

**Substantially
complies with
requirements**

**Partially complies
with requirements**

**Does not comply
with requirements**

Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers)	■	☐	☐	☐
Teacher Preparation Educational Program (60 credits)	■	☐	☐	☐
MA Program in Education Sciences	■	☐	☐	☐

4.5. Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

The university submitted the 2025 budget for the educational programmes grouped within the cluster: *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*, *Teacher Preparation Educational Program*, and *Master's Program in Education Sciences*. The budget includes the following components:

- Domestic travel expenses
- Low-cost technical equipment
- Low-cost inventory
- Procurement of stationery, writing and drawing paper, accounting forms, bulletins, office supplies, and other similar materials
- Purchase of normative acts, reference and field-specific literature, newspapers and journals, as well as related publishing and printing expenses (non-core activities)
- Costs related to staff training/retraining, qualification enhancement, and internships
- Expenses for cultural, sports, educational, and exhibition events
- Expenses related to student participation in conferences and/or other student-related costs
- Accreditation/authorization fees
- Remuneration of academic staff
- Remuneration of administrative staff
- Remuneration of invited staff

Funding for international travel is included only for specific topics and only within the framework of EU-funded projects. It is advisable that the Faculty of Education's budget also allocate funding for this component from the university's own budget. Such support would contribute to the expansion of academic/invited staff's scientific-research activities and promote internationalization.

Description and Analysis - Programme 1 (*Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*)

According to the documents submitted within the framework of the *Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers*, which is part of the cluster, the programme's budget ensures both its sustainability and potential for development. The budget is planned for 541 students and covers nearly all essential components. The primary source of income is state funding, although there are also cases of self-financing by enrolled students.

Description and Analysis - Program 2 (Teacher Preparation Educational Program)

According to the documents submitted within the framework of the *Teacher Preparation Educational Program*, which is part of the cluster, the program's budget ensures both its sustainability and potential for development. The budget is planned for 50 students and covers nearly all essential components. The program is fully funded by the state.

Description and Analysis - Program 3 (Master's Program in Education Sciences)

According to the documents submitted within the framework of the *Master's Program in Educational Sciences*, which is part of the cluster, the program's budget ensures its sustainability and potential for development. The budget is planned for 7 students and includes nearly all essential components.

Evidences/Indicators

- Annex 2: 2025 Budget of the Faculty of Educational Sciences
- Self-evaluation report
- Interview results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster:

It is suggested that the Faculty of Education allocate internal funding from the university's budget to support international academic travel for academic and invited staff. While EU-funded projects provide limited support for specific topics, expanding funding opportunities through the university's own resources would promote staff participation in international conferences and research networks. This would significantly contribute to their continuous professional development and strengthen the international dimension of the academic environment.

Recommendations and Suggestions according to the programmes: Please, write the developed recommendations and suggestions according to the individual programmes (if any)

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Component 4.5 Programme/faculty/school budget and programme financial sustainability	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (Integrated Bachelor's-Master's Educational Program for the Preparation of Primary Level General Education Teachers)	☒	☐	☐	☐
Programme 2 (Teacher Preparation Educational Program)	☒	☐	☐	☐
Programme 3 (Master's Program in Education Sciences)	☒	☐	☐	☐

Compliance of the programmes with the standards

4. Providing Teaching Resources	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Programme 1 (name, level)	☐	☒	☐	☐
Programme 2 (name, level)	☒	☐	☐	☐
Programme 3 (name, level)	☐	☒	☐	☐

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilizes internal and external quality assurance services and also periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1. Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In accordance with the Self-Evaluation Report and attached documentation, as well as findings from site-visit interviews, the University's internal quality assurance system is clearly based on the Plan-Do-Check-Act (PDCA) cycle. The University has developed internal regulations for its quality assurance mechanisms, which establish the main framework for program development and teaching-learning processes. When evaluating educational programs, the teaching and learning processes are monitored alongside the human and material resources necessary for program delivery. In developing educational programs, all stakeholders must be involved, including students, personnel, alumni, and employers. The University has developed specialized questionnaires to obtain feedback from these stakeholders.

Educational programmes are planned, developed, and improved in accordance with the University's relevant internal regulations. These regulations are developed separately for specific programs clustered for accreditation purposes.

Generally, based on internal regulations, relevant reports and data, and interview results, academic and invited personnel are somehow involved in the relevant quality assurance procedures. However, it should be noted that the complete process of how programs are planned, elaborated, and developed through to accreditation remains unclear. Currently, the program coordinator alone provides all daily work related to program development. As the Self-Evaluation Report indicates and was emphasized during interviews, the educational programs submitted for accreditation were developed with support from international projects and experts, including valuable assistance from UNICEF and USAID. Nevertheless, the subsequent process of how specific stakeholders are involved in program development lacks clarity.

The University attempts to obtain feedback from students and personnel through questionnaires distributed via Google surveys. However, interview results clearly indicated that program personnel require additional support from the quality assurance office to participate meaningfully in program quality development, rather than having the program coordinator lead all processes independently.

For evaluating program learning outcomes, the University has developed a plan for each program in accordance with established mechanisms. Relevant reports are submitted accordingly. However, these reports do not fully reflect an analysis of the data regarding whether each learning outcome was assessed according to the established plan, nor do they provide information on how the learning outcome evaluation results were applied to the development of educational programs.

Students and graduates did not provide sufficient information regarding their involvement in program development. Only a few mentioned that they occasionally received Google survey forms. Consequently, this raises reasonable concerns that quality assurance mechanisms should be applied to program development in a more systematic manner, involving the quality assurance office, personnel, and other stakeholders. These individuals also lack information on how these mechanisms should be implemented and utilized for the further development of programs.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Self-Evaluation Report and attached documents
- Interview Results

General recommendations of the cluster:

It is recommended that the University's Quality Assurance Office provide awareness-raising activities for program stakeholders regarding the functioning of quality assurance mechanisms and their application to the development of educational programs.

It is recommended that the University's Quality Assurance Office ensure the systematic functioning of quality assurance mechanisms for the development of educational programs, including personnel involvement alongside the program coordinator as well as carefully follow the plan developed for the learning outcome assessment of the programs.

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Component 5.1 Internal Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Integrated Bachelor-Master Educational Programme for Preparation of Primary School Teacher of General Education	☐	☒	☐	☐
Teacher Preparation Educational Program	☐	☒	☐	☐
Education Sciences, MA	☐	☒	☐	☐

5.2. External Quality Evaluation

Programme utilizes the results of external quality assurance on a regular basis.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

To provide external quality evaluation of programs, the Higher Education Institution relies on authorization/accreditation procedures in accordance with current Georgian legislation. Additionally, the

institution utilizes evaluations from field professionals at other higher education institutions in Georgia. Their recommendations were implemented in the educational programs.

Within international projects, specific syllabi for the programs were created and evaluated with the support of foreign experts.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Self-Evaluation Report and attached documents
- Interview Results

General recommendations of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

General suggestions of the cluster: Please, write the developed recommendations that apply equally to the educational programmes grouped in the cluster (if any)

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Component 5.2 External Quality Evaluation	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Integrated Bachelor-Master Programme for Preparation of Primary School Teacher of General Education	☒	☐	☐	☐
Teacher Preparation Educational Program	☒	☐	☐	☐
Educational Sciences, MA	☒	☐	☐	☐

5.3. Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Cluster and individual evaluation

Summary and Analysis of the Compliance of the Educational Programmes Grouped in a Cluster with the Requirements of the Standard Component

In accordance with the SER, attached documentation, and site-visit interviews, the University collects information from various focus groups for programme monitoring. Students provide feedback at the end of each semester, evaluating teaching courses, educational programmes, lecturers, University administration, infrastructure, and other aspects. Received data is analyzed for further development of the programs.

The University seeks to involve employers in program development. During the panel discussion with employers, practical issues related to the educational program were discussed. The employers were representatives (primarily principals) of general educational institutions who actively collaborate with the University and noted that graduates of Sokhumi State University's educational programs are highly valued in the relevant labor market. However, employers for the Educational Sciences MA program were not present. Additionally, the document submitted with the Self-Evaluation Report entitled "Labor Market Survey and Analysis" provides no information about employer demands or labor market requirements. Consequently, it is essential that the Quality Assurance Office plan and implement activities to strengthen cooperation with relevant employers for specific programs, ensuring these employers have the competence to evaluate program content, teaching and learning methods, and learning outcomes.

Students are primarily involved in evaluating specific courses and lecturers. However, they lack information about monitoring mechanisms and procedures related to plagiarism and academic integrity. This issue is directly related to the learning outcome assessment of programs. If students do not understand the meaning and importance of academic integrity, and do not recognize plagiarism as the primary challenge to their academic work, it remains unclear how they can meaningfully participate in scientific conferences or write master's theses. Additionally, the learning outcome evaluation report indicates that for the Teacher Training Program, seminar work is transformed into publications. The report states: "The primary value of seminar assignments lies in their practical application. In their work, students endeavored to integrate theoretical knowledge with practical experience, resulting in materials that enable interested stakeholders (teachers, students, parents) to understand how specific activities or methods can be implemented in actual classroom settings. These materials reflect students' preparedness to engage actively in the pedagogical field and to share their perspectives, observations, and findings with a broader audience." If students do not understand the principles of academic integrity and mechanisms for avoiding plagiarism, it remains unclear how learning outcomes are properly evaluated, and consequently, how the aforementioned conclusion was reached. University has no regulation about research ethics and students have no information about it as well. QA office indicated about code of ethics however document does not include any provisions about research ethic.

The University submitted a document reflecting program comparison with other relevant Georgian and foreign programs. However, the document indicates unclear future possibilities for program development. It would be beneficial and reasonable if the University utilized such benchmarking for program development and planned specific activities for future development based on benchmarking results.

Overall, the Quality Assurance Office should provide systematic monitoring of programs that includes examining the correlation between program content, teaching and learning methods, and the achievement of learning outcomes, as well as collecting relevant data from students, alumni, and employers. However, focus groups should be carefully selected to obtain relevant feedback for further analysis and implementation. To facilitate data collection, the University should develop an internal electronic platform for quality assurance purposes to enable data storage for analytical purposes.

If necessary, description and analysis according to the education programmes

Description and Analysis - Programme 1 (Name and Level)

Describe, analyse and evaluate the compliance of the educational programme with the requirements of the component of the standard, based on the information collected through the self-evaluation report (SER), the enclosed documents and site-visit;

Evidences/Indicators

- Self-evaluation Report and submitted documents;
- Interview Results

General recommendations of the cluster:

It is recommended that the Quality Assurance Office plan and implement activities to strengthen cooperation with relevant employers for specific programs, ensuring these employers have the competence to evaluate program content, teaching and learning methods, and learning outcomes.

It is recommended that the Quality Assurance Office implement all necessary activities to enhance research quality, including awareness-raising initiatives regarding academic integrity, plagiarism, and research ethics.

It is recommended that Quality Assurance Office provide systematic monitoring of programs that includes examining the correlation between program content, teaching and learning methods, and the achievement of learning outcomes, as well as collecting relevant data from students, alumni, and employers.

General suggestions of the cluster: It is suggested that to facilitate data collection, the University should develop an internal electronic platform for quality assurance purposes to enable data storage for analytical purposes.

Recommendations and Suggestions according to the programmes (if any): Please, write the developed recommendations and suggestions according to the individual programmes

Programme 1 (name, level)

Recommendation(s):

Suggestion(s):

Programme 2 (name, level)

Recommendation(s):

Suggestion(s):

Programme 3 (name, level)

Recommendation(s):

Suggestion(s):

Evaluation

Please, evaluate the compliance of the programmes with this standard component

Component 5.3. Programme Monitoring and Periodic Review	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Integrated Bachelor-Master Programme for Preparation of Primary School Teacher of General Education	☐	☒	☐	☐
Teacher Preparation Educational Program	☐	☒	☐	☐
Educational Sciences, MA	☐	☒	☐	☐

Compliance of the programmes with the standards

5. Teaching Quality Enhancement Opportunities	Complies with requirements	Substantially complies with requirements	Partially complies with requirements	Does not comply with requirements
Integrated Bachelor-Master Programme for Preparation of Primary School Teacher of General Education.	☐	☒	☐	☐
Teacher Preparation Educational Program	☐	☒	☐	☐
Educational Sciences MA Program	☐	☒	☐	☐

Attached documentation (if applicable):

Name of the higher education institution: LEPL Sokhumi State University

Name of Higher Educational Programmes, Levels: Integrated Bachelor's and Master's Educational Program for the Preparation of Primary Level General Education Teachers, Teacher Preparation Educational Program, MA Program in Education Sciences

Compliance of the programmes with the standards

Contents Standard	1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	2. Methodology and Organisation of Teaching, Adequacy Evaluation of Programme Mastering	3. Student Achievements, Individual Work with them	4. Providing Teaching Resources	5. Teaching Quality Enhancement Opportunities
Integrated Bachelor-Master Programme for Preparation of Primary School Teacher of General Education.	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements
Teacher Preparation Educational Program	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Complies with requirements	Substantially complies with requirements
Educational Sciences MA Program	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements	Substantially complies with requirements

Signatures

Chair of Accreditation Experts Panel

Katarzyna Wadoń-Kasprzak,

Of the member(s) of the Accreditation Experts Panel



Revaz Tabatadze signature

Ana Gigauri, 

Lana Kurashvili, signature



Sophio Ugrehelidze, 

Tamar Tkhelidze, 